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Latin, .....							5 lessons	
Arithmetic	Oral, 60 minutes a week		5 lessons a week with text-book					
Algebra ...						5 lessons a wk		
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U. S. Constitution							*5 lessons	
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\*Begins in the second half year.

† The figures indicate the number of periods per week to be given to the different subjects.

## Educational Co-operation.

The cry has been raised in some quarters that the elementary school curriculum has been encumbered with too many studies, and advocacy of a return to the simplicity of the old "three R's" school is not wanting in popular favor. Every recommendation of an enrichment of the course of study is regarded with suspicion. Many a superintendent who set out to increase the school children's opportunities for educational growth has found himself attacked as a faddist or innovation crank, and often was confronted with open rebellion from a number of teachers claiming that there were already too many subjects imposed on their pupils and that it was simply impossible to find time for any more. If he was firm in his determination to enforce his demands he became for a time the butt of platform and newspaper criticism.

A case of this kind that has recently come to the notice of THE JOURNAL is that of Supt. A. W. Rankin, Superior, Wis. One of the shots directed at him was the address which was printed in the issue of May 25 (page 570). That address makes profitable reading, as it gives in pointed and strong language the principal arguments that the ultra-conservative friends of the schools bring against the enrichment of the courses of study.

What shall be done to meet the objections that block the way? The most practical way would seem to be (1) to promote the study of pedagogy among the teachers. The principals might be invited to meet the superintendent at the beginning of the school year to discuss a

plan of holding in each school weekly conferences with the teachers. This having been decided upon, a systematic course of study in pedagogics could then be laid out, selecting EDUCATIONAL FOUNDATIONS as a text-book, it being the only periodical specially adapted for this purpose. Once a month a general teachers' meeting should be held under the leadership of the superintendent. At this meeting two or three of the subjects studied during the month might be assigned for general discussion. (Supt. Sutton, of Houston, Texas, has achieved splendid success with this plan.) All difficulties that the teachers may have found in complying with the official course of study can then be discussed in a proper, professional manner, referring to the fundamental laws of pedagogics.

(2) To organize a parents' association or general educational society. The plan has been frequently discussed in THE JOURNAL. In Brookline, Mass., such an association has been formed, and there is no doubt that it will prove a most effectual agent in promoting the educational interests of that town. The constitution adopted by that association will be printed in THE JOURNAL for July 13.

The possibilities of such a plan as here briefly outlined will be at once apparent. Organize the teachers for the study and discussion of pedagogics! Organize the parents to take an intelligent interest in the educational affairs of the schools! The result will be a harmony of forces that will work wonders. It means greater happiness for the superintendent, the principals, the teachers, the parents, and, above all, for those for whose welfare all efforts are united—for the children.

### The Aim, Means, and Method.

Let us suppose a teacher before his pupils for the first time, the first hour, the first minutes of that hour, and that he has thought somewhat beyond the lesson-hearing, beyond the keeping in order and the maintaining of silence, and that he asks himself, What is to be my Aim? in sincerity and earnestness. We can suppose a captain of one of the great ocean steamers on the bridge as the vessel glides out of the dock. We know he will have one aim then and all the days his journey lasts. It will not be to supply the passengers with food or amusement—those are incidentals—his aim will be the same if the food is gone and amusement be impossible. In like manner, the aim of the teacher will be the same, whether there be few pupils or many, whether they be young or old, rich or poor, well trained at home or blasted already with bad habits.

The Great Teacher utters the true aim in the words, "Seek ye first the kingdom of God." This may seem to make religion the business of the school and the aim of the teacher; but that is to put a narrow construction on the words of the divine speaker. We pray "Thy Kingdom come" and mean that we desire all human acts to be as they would be if man observed God's laws.

Observation of the world discloses to a thoughtful human being that there exists a right, a normal, a fitting, a best, a predestined best way, in which things should be done; the noblest element in man prompts him to try to attain this; the animal element prefers its gratification. It is the effort of the former to cause the existence of a kingdom that accords with its ideals.

Looking over his school then as it is assembled before him the first minutes of the first day, the dominant thought that will arise in the mind of the teacher is this: I am able to influence the destiny of these children; I can show them it is possible for them to live under the dominion of the highest laws and thus attain a measure and kind of happiness impossible in any other way; I can impress on them, whether happier or not, that such living is the fit way of living; I can teach them that the Creator planned them for such living, and that in living so they achieve results attainable only when things are employed in accordance with these deeper purposes.

It is plain there are two great schools of educators. The aim of one is to enable the pupil to read and compute in the briefest time possible—looking only to life purposes. The Chinese and Japanese now, as did the Greeks and Romans in ancient days, make this the aim. A large number, a large majority, in America make this the aim. But since the utterance of the words, "Seek ye first the kingdom of God" there have been those that have seen in them a condensed statement of the aim of all proper teaching. This class stands over against the utilitarian class, is smaller in numbers, but is the influential class to-day in the educational ranks.

It is probably about forty years since it was announced as a plank in the high educational platform that even for the public school, supported by public tax, "The aim must be character." This is not generally admitted, the aim mainly is to obtain as high a per cent. as possible in arithmetic, grammar, reading, and spelling. Not but that there are many thoughtful men and women who perceive that something else besides these must really be the main object; nor are utterances and warnings wanting. But the teacher is sought because he possesses knowledge of the subjects aforesaid, and his work is valued on the assumption that this knowledge has been imparted.

#### THE MEANS.

With character as the aim, what shall be the means? Aiming at this the teacher sees he must make it his object to bring the pupil to know and observe the laws of his Creator—he turns to things his Creator has made; hence other subjects besides reading and figures have been brought into the school curriculum. There is a reason why during the past forty years mental arithme-

tic, drawing, history, botany, nature study, physiology, physics, chemistry, literature, physical culture, notable events, manual training, and music have been added. Six of these subjects are from the world of Nature.

It is a curious thing that Mr. Page in his remarkable book on the Theory and Practice of Teaching when he counsels the teacher to "wake up mind" proposes an object from the natural world and gives an ear of corn as an example. The mind-awakening object, from whatever source drawn, is a character-building object. It is one of our inheritances of medieval times that knowledge was made to take a very low place in the elementary school and the processes of expression made to occupy a high one. The teaching of reading and figures was once made a *mystery*—the teacher's *mystery*. Just as a youth was taken by a tanner, for example, to learn the "art and mystery" of tanning, so the teacher took the pupil to teach him the art and mystery of letters and figures.

The pupil is sent to school because a systematic procedure will be employed there in imparting knowledge, a task already begun by his parents. They have tried to give him knowledge concerning three subjects:

*Humanity*.—Self.—Bodily care, politeness, mind culture, happiness, usefulness. Others.—Their doings and sayings, obligations to, courtesies to, their relations to him, etc.

*Nature*.—Plants, animals, earth, minerals, the heavens, chemistry, physics.

*Divinity*.—The evident power, wisdom, kindness, sympathy of the Creator.

As he has gained some facts and apprehensions concerning these departments, he has been supplied with language to express himself. The great end of the school is a further, a properly graded knowledge of these three subjects named above—with arithmetic, language, and numbers to express it. Unfortunately reading and figures have usurped more than their rightful place; this being abnormal the rod came to be freely used: the rod was the measure of the departure from the right course.

The Great Teacher's way has been set aside and declared wrong. As an example of the class who make something else besides character the end, take the utterance of Whitelaw Reid in 1870: "Teach but few things, but teach them so they will be known; banish even science and drawing and give the child what will be essential for the practical business of life." This seemed to many at the time to have the ring of solid wisdom in it, but it was not followed. The best teachers would say, "Teach many but always appropriate things." If we must have poor teachers, if the child must be wrongly handled, then few things of course. If the words of Jesus are to be ignored, if the end is the power to use words and figures, then Mr. Reid and all who call for "few things" and "thorough" drilling are right. Opposed to him is a class that feels that the first thing for the child must be a study of the world in which he finds himself. The kingdom the child is to first seek lies in the nature around and within him, and the track of the child will be from nature up to nature's God.

The change indicated in the above enumeration of studies now pursued in school has not been dictated by fancy. The addition has been made because it has been perceived that such knowledge may lead the pupil to become a citizen of the kingdom of the Creator.

#### THE METHOD.

Character being the aim, the study of nature, of humanity, and the Creator as disclosed in both being the means, the question will be as to the method. While all thinking teachers will agree as to the subjects given above, they will object that the last subject brings religion into the public school. It is not religion, but reason, that recognizes the fact of law in Nature; the existence of an underlying and ever-resident force that keeps all things in operation; an ever Provider who has planned for existence and happiness; a sympathizer who has implanted a care for the helpless; a beautifier who has clothed the earth with a delightful appearance.

To aim at character is to have the pupil see the philosophy of the world—the world without and the world within. Characterless persons live unphilosophically. The lesson referred to in Mr. Page's book is a lesson in philosophy. Character has reference to the mental attitude before the problems of our surroundings. "The heavens declare the glory of God," was the utterance of a man of clear philosophy of character.

The study of natural phenomena and of humanitarian phenomena is indispensable to form character. Hence we see why, when the aim of the school is character, that it was imperative that additions be made to the 3 R's that so many once thought quite the thing for the children of the elementary school.

Jesus used the term "the Kingdom of Heaven" in no narrow sense. One who thoughtfully reads his teachings cannot but be impressed by his method. He employs the subjects of Nature and Humanity continually and attempted "to wake up mind," as Mr. Page would say, to put a philosophy under the fact; to see an underlying meaning, as others would say.

"Behold the fowls of the air" is said to demand recognition of the fact that there is a plan in the universe. "Consider the lilies of the field" is said to arrest the eye to the boundless beauty in them. That "parents give good things to their children" is cited to prove that the Parent of Parents must have the same feeling towards us. That "good trees bring forth good fruit" is a reminder that goodness comes from the heart and not from the will. That "the wise man builds his house on a rock" teaches the need of thoughtfulness. The lesson from the "sower who went forth to sow" teaches the value of industry, thoughtfulness, attention, patience, waiting, striving against allurements and for higher things. "The grain of mustard seed" encourages to work for the future. The use of "the leaven" teaches to "leaven," to set forces into operation, to cause wished-for results. The "treasure hid in the field," "the pearl of great price," teach to put aside cheap things and strive for the highest. The "hundred sheep," the "repentant son" exemplify compassion. The "wedding feast" exemplifies the ever pressing thought of preparation, a thought that must form part of the pupil's life. The "ten virgins" exemplify the need of preparation and waiting. The giving of "the talents," the value of persevering labor.

It is not intended to deny that these lessons have no religious application. They are cited to show that the Great Teacher drew his lessons from nature and humanity and to urge the teacher to follow his example and to make it his aim to develop the tendency in the pupil to look for adaptation for wisdom and for law. This shows why such subjects as botany and physics are useful in school. They were imperatively needed when it was demanded of the teacher he should build up character. To keep alive an interest in external nature is one of the surest means to build character.

There should be furnished then means for continuous application and occupation upon Nature and Humanity suited for each age and stage of development; symmetrical and orderly work should be encouraged; perseverance and courage are to be cherished; truthfulness in statement and life are of the highest importance; the feelings will be enlisted to make a supreme effort daily to do the best possible.

The method of teaching reading was once wholly opposed to all character-building. "See the cat and the rat" and other conundrums were put before the child. Now an object from nature is presented, as an orange. The desire to express exists in him and he writes or says, "I have an orange." "The orange is yellow;" he makes and declares other discoveries of his own. The readers put into his hand failed to disclose himself or his relations to his race. It is now felt that the first thing to be done is to introduce him to the right kind of stories, they must be stories that have an interest and meaning to the child, and disclose an underlying truth; the mind is a truth-apprehending organ; it is truth that forms character; right teaching puts the child in a proper attitude before the problem of his surroundings.

## Religion in the Common Schools.

By LEVI SEELEY.

There is a growing feeling among thinking men in America that our common schools are omitting a vital element in the education of the youth of the land, an element that has always been recognized by other civilized nations and that is carried out by all European school systems, with exception of France. I allude to religious instruction. There has always been a feeling that under our peculiar conditions the state "cannot be responsible for religious instruction and that this must be left to the family and the church. The object of this article is to show that under certain limitations the state can undertake such instruction, and that, moreover, it is clearly its *duty* to do so. The conclusions have been reached after a careful study of the German schools, though it will readily be recognized that this is no attempt to introduce the German plan of religious instruction. The plan suggested is, I believe, quite in accord with American institutions, wholly practicable, and when brought to the attention of the people, would meet with popular favor.



LEVI SEELEY, author of "Grube Method of Teaching Arithmetic," "Grube Idea in Primary Arithmetic," etc.

The corner-stone of the German course of study in the common schools is religion. More hours a week are given to it (five to six throughout the course) than to any other subject excepting German, which however includes reading, writing, spelling, and grammar correlated. From the first the main purpose of the schools was declared to be "to train the youth to be God-fearing citizens." Every educator in Germany recognizes the importance of religious instruction in the schools, and even those political parties that demand the removal of the influence of the church from the schools, do not for a moment think of throwing religion out of them. Some persons would lessen the number of hours and others would change the character of the instruction.

Prof. Paulsen, of Berlin, would do away with the confessional character of the instruction, leaving that to the church and home, and retain the historical and literary treatment of the Bible and of the development of the church. The teachers generally would leave the instruction as it is, but would have the relations of the church, or rather its authority over religious instruction in the schools done away with, not because of the religious question but because the pastors are not pedagogically trained men.\* The value of religious instruction and its necessity are everywhere recognized, and it is not probable that any material change will take place in Germany for a long time to come.

\* In a great many cases the pastor is local school inspector. All of the pedagogical training required of him is a six weeks' course.

The instruction in the Evangelical schools is given by the regular teachers, that of the Catholic schools sometimes by priests, who receive no pay from the state, while in the higher schools the religious instruction is given by special theologically trained teachers.

The fact that the church is the mother of the schools historically, having long had them under her charge, that church and state are united, that the people are nearly all included in the two general religious bodies Catholic and Evangelistic, that all schools are confessional on these two lines, makes the problem of religion in the schools in Germany a vastly different one from that of America. The absence of traditions governing the question, the division of the Evangelical church into many sects, the utter severance of church and state in the latter country, make the problem very difficult to solve. And yet its solution is of the utmost interest to thoughtful educators and well-wishers of the nation.

We are therefore brought face to face with the following questions : 1. Is religious instruction a necessary part of education ? 2. Are the American youth properly receiving such instruction ? 3. If not, ought the state to undertake it ? 4. How shall it be done under the peculiar existing conditions ? Taking up these questions in order let us discuss :

1. IS RELIGIOUS INSTRUCTION A NECESSARY PART OF EDUCATION?

All educators agree in answering this question affirmatively. The aim of education is to form character and there can be no well-rounded character where the religious side has been neglected. The hand, the head, and the heart as well must be cultivated. Where the first two alone are developed, the best and most important part of our being remains, that which has to do not alone with our immortal welfare, but also with every side of life here among our neighbors and our fellow-men. Every human being possesses the religious instinct, whether it be the savage with his misty notions of the Great Spirit and the happy hunting grounds, or the most civilized and intelligent Christian, enlightened by revelation. The longing for something higher, for something beyond the sphere of this life's activities, for something that comforts and sustains in this life and affords hope for the future, is inherent in every human breast. Therefore there can be no proper development of the child in which his religious side is omitted.

The teacher must see in each child the future man, and no teacher can conceive of a perfect ideal man, largely his own creation, whose heart powers, whose religious character, have not also been developed with all of his other powers. It is not sufficient to train the child for the few years of life he has to spend here, but he must also be prepared for that more important life the hope and expectation of which so largely influence the present.

And so we say that religious instruction is necessary : *a. For psychological reasons.*—The whole being of the child is not developed if the religious side is omitted, and without that the education is incomplete. The soul seeks light and it is the duty of education to unfold it ; from the earliest years the child seeks knowledge of the infinite, and the parents and teachers must open all fountains of truth that they possess to satisfy that longing ; during the early years while the child is in school, the mind is most susceptible to religious truth and therefore these years must be employed in establishing and fixing it ; \* the character is not well-rounded and the powers of the soul developed if this vital side of education is neglected.

*b. For moral reasons.*—The religion of Jesus is the best of all religions, not simply because it is a divine revelation, but also because it furnishes the best basis of morals. How then can a structure of morals be built without taking into account the foundation upon which they stand and without which they could not be maintained for a moment ? The young man who leaves

school without a proper sense of duty, without respect for the personal and property rights of his fellow-men, without a knowledge of right and wrong ; such a young man takes but little with him from the school that goes to make up real manhood, indeed he is quite liable to become a danger to society.

It is a serious question whether the increase of peculation and the deterioration of public morals are not a result of the complete secularization of the schools. Such would certainly be a natural result if it be found that there are no sufficient means of securing the necessary moral training, concerning which I will speak later on.

*c. For practical reasons.*—There is hardly a subject in the school curriculum that is not closely connected with religion in some phase, and the abolition of religion from the schools therefore, prevents the teaching of a great deal of truth. Take history, for example ; how can the history of New England be taught without mention of the Puritans, and of what use is bare mention of the Puritans without discussion of the sublime religious purpose which was the mainspring of all of their motives and actions ; or the history of Germany omitting the Reformation ? One can hardly take up any period of the history of any country without being compelled to discuss religious topics, or else omit the very vital thing of the whole matter.

Again, take geography ; how often political divisions have been decided upon religious grounds ; then the races of the earth and their religions form an important part of that study. Teachers may explain the religion of Confucius, Buddha, or Mohammed, but are not allowed a word to their pupils concerning the most vital matter of all, the religion of Jesus !

And so it is with astronomy, with all branches of science, and with almost every school subject ; it is not only most natural and easy to awaken a reverent spirit, but sometimes it is unavoidable. Is it any wonder that Germans consider religion the corner-stone of their educational structure ? So, for practical reasons, freedom to teach religious topics would remove many obstacles needlessly placed in the way all through the school-work, and the wise teacher, whatever his confession or that of his pupils, would give offense to none, and parents of all shades of religious belief would be satisfied because their children were taught the whole truth.

2. ARE THE AMERICAN YOUTH PROPERLY RECEIVING SUCH INSTRUCTION ?

The state delegates the religious instruction to the family, the family largely to the church, and the church to the Sunday-school. It does not require a close observer to see that there is a decided disposition on the part of parents to leave the religious training of their children with the Sunday-school, just as they leave the secular training with the day-school. The Germans require five hours a week of religious instruction for eight years, by trained teachers, attendance being regular. With us there is one hour of Sunday-school per week, with less than a half hour's instruction, often by poor teachers, attendance being voluntary and generally irregular. As an actual fact our youth obtain a very meager knowledge of the Bible, no knowledge of Christian literature, and, unless they go to college, but little instruction in ethics. Thus an important part of the education of every man is clearly, sadly neglected. No man can be called well-educated who has not a knowledge of sacred history and literature, to say nothing of the doctrines of the Christian church.

But this is not the whole statement of the case by any means. The statistics of the American Sunday-school Union show that the total number of Sunday-school scholars is only about fifty per cent. of the total number of children of school age, 5-21 years of age. Now it is well-known that those counted as Sunday-school scholars include adults belonging to the Bible classes and children under five years of age belonging to the infant class. Hence more than half of the children of school age do not have even the meager, irregular, un-

\* Prof. Earl Barnes thinks after much investigation that the child is most orthodox from 11 to 14 years of age. After that time the period of unbelief begins if he is not established.

satisfactory instruction of the Sunday-school; and as the parents who do not send their children to the Sunday-school are least of all apt to teach them the Bible at home, we are driven to the painful conclusion that a large portion of the growing youth of America receive scarcely any religious instruction.

Having established the position that religious instruction is a necessary part of education, and that the American youth are not getting such education, we turn to the third question :

3. OUGHT THE STATE TO UNDERTAKE IT?

That the state shall undertake the religious training of the youth in America where state and church are separate, in the same sense as in Germany, where they are united, cannot be expected. But as such instruction is necessary as preparation for good citizenship, and as there is no other sufficient means of securing it, it seems clear that the state must do it. But how far shall the state go in the matter of religious instruction?

Clearly the state cannot enter the field of dogmatic theology, nor teach any particular confession. These must ever in America be left to the family and the church in her various branches and shades of belief. But the history and literature of the Bible, so essential to the education of every individual certainly can be taught in the public schools without offense to any one. Then, too, the moral lessons taught by the Bible as nowhere else should form a basis of systematic moral instruction. Take, for example, the story of Joseph revealing himself to his brethren when they came down to Egypt to buy corn; there is nothing in literature which furnishes such an abundance of material for moral instruction. The crime of the brethren, repaid by the magnanimity, generosity, brotherly love, unselfishness, forgiveness of Joseph, awakening a sense of shame for their wrong and penitence, furnishes most forcible illustrations for class-room use which could not fail to bear fruit. And yet, because this beautiful story is found in the Bible, it may not be used in school for laying in the lives of our pupils the foundations of right thinking and acting.

Then the life of Jesus and his eminent disciples of all ages should be studied, not for the purpose of developing a system of faith, but to discover the good done by them, to furnish examples of good lives, and to learn the mighty influence they exerted, and the impulses they started to make the world better. The study of Jesus, Paul, St. Augustine, Bonifacius, and Luther, certainly cannot be dangerous to the youth of any nation; certainly not if Alexander, Caesar, and Napoleon, may be studied. These three things, therefore, should be taught in the schools of America under state control :

1. The history and literature of the Bible.
2. The moral lessons of the Bible based upon its abundant illustrations.
3. The life of Jesus and his followers as an inspiration and example to the children of the present generation.

This would leave the confessional character of religion still to the family and the church, and would not trespass upon this most sacred of rights, but would supplement and assist it.

Such instruction would be welcomed by parents of all shades of faith, and Catholic and Protestant, Jew and Gentile, believer and unbeliever, would feel that the common school, the common ground on which all meet with equal rights, is doing something to train and educate the noblest faculties of their children.

This brings us to the last and most difficult question of all, namely :

4. HOW SHALL RELIGIOUS INSTRUCTION IN THE ABOVE SENSE BE INTRODUCED INTO THE AMERICAN SCHOOLS?

Let us remark at the outset in discussing this question that we use the term "religious instruction" in the absence of any better term, though in the narrow, strict sense, it will be recognized that the term is a misnomer. But the state must educate for citizenship and the above requirements are the least that can be asked of

the state. With the preparation thus given the family and church will be able to supplement the work done with the purely confessional side and thus the child be given the complete religious training so necessary to full-rounded character pointed out at the beginning of this article. And in families that neglect all religious training of their children at least a great deal will have been gained.

How then shall religious instruction be introduced? In the first place, as most of the states have passed laws forbidding the use of the Bible in the public schools, the first step is the repeal of these laws and the express permission to give religious instruction under the above limitations. It is possible that the expulsion of the Bible from the schools has worked more serious results than those who demanded it had expected. Eminent Catholics have indicated as much. The readmission of it as a text-book of sacred history and literature, and of morals would not mean a tendency to unite state and church, nor a trespassing of the one upon the rights of the other. It would simply be the allowing of the use of the book for its own worth and for its value in deriving the lessons to be used in the training of an important side of the human character, the neglect of which is a danger to the state. It would not prevent the use of a St. James, a Douay, or a Revised version as each individual may please. The broad-minded teacher is not bound to any particular text-book, but teaches his subjects topically allowing his pupils to obtain the facts from many sources. The Bible would not be restored to its old place to be used as a part of recognized religious exercises in the school, but as a text-book with other text-books; thus the old objections to its use fall to the ground.

The second step is the adoption by the state board of education of a minimum course of religious study. In the absence of a state board, this could be done by the highest school authority or by the state legislature. All of the schools of the state should be required to conform to this minimum course in religion the same as in other subjects, but each individual locality would be at liberty to enlarge and extend the course according to its ability and inclination.

This course should include for the primary grades stories from the Bible; for the intermediate grades continuation of the stories with introduction to the history and literature suitable to the capacity of the pupils; and for the grammar grades Bible history and literature, with a study of the great characters of the Christian world. The moral lessons to be derived from this rich material are never to be lost sight of, but are to be practically applied wherever possible. A map of Palestine is essential for every school and should be freely used in connection with the instruction. Two full hours a week should be given to this subject. In our already over-crowded courses of study this may seem difficult; but if the subject is as important as we believe it to be, a place must be found for it. It will be found, however, that the material furnished in religious instruction supplements many other subjects so that the number of hours now devoted to them can be shortened without loss in general results, and, indeed, even without loss to these subjects themselves. For example, the reproduction of the stories from the Bible, supplements language; the study of Bible history and literature supplements history, literature, and reading; the study of Palestine, Paul's journeys, the spread of Christianity supplements geography. Therefore religious study can be introduced with no loss to any subject now taught, but with an immense gain to the course of study, and a vast enrichment of the fund of knowledge with which our pupils are sent out into the world.

Finally, every opportunity should be used to inform the people of the purpose of the proposed religious instruction in the schools. The people of America are jealous of their religious freedom and anything that looks like trespassing upon it is regarded with suspicion. But, if they are made to see that this is no attempt in that direction, on the contrary, that it only makes their religious rights securer in that it makes their children

intelligent concerning them; if they learn that this seeks to form a sound basis of morals, and prepares the way for them and their church to introduce into the hearts and lives of their children their own peculiar tenets; in a word, if they are convinced that this movement seeks the best good of their children, they will be found, and can only be found on the side of religious instruction in the common schools. Without the consent and active support of the parents no law can avail, and there can be but one result and that is failure. Therefore by pen and voice all friends of education should seek to prepare the citizens of our country for this reform, which is of so great moment, not alone for our schools, but also for our youth who are to be the future parents, citizens, and rulers of our land.

New York, N. Y., June, 1895.

### Col. Parker's on Concentration.

By CHAS. DE GARMO.\*

We have Col. Parker's inspiring volume of 491 pages on the *Theory of Concentration*—perhaps the most thoroughgoing and extensive work ever written upon this subject. Although Colonel Parker makes no claim of being a Herbartian, his theory of concentration reminds us strongly of Ziller's in its purpose of unifying all knowledge. The principle on which this is to be effected, however, is totally different from Ziller's. Like the Herbartians, he takes the strongest grounds, against the idea of *formal discipline*, especially when sought through *form* studies alone, such as language, grammar, and mathematics. Actual, concrete knowl-

come the modes of expression called gesture, writing, speech, drawing, painting, modeling, making, music. Lastly, we have the modes of Judgment—called form and number. Through the expression of concrete related knowledge (chiefly of the natural world, it would



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CHARLES DE GARMO, President Swarthmore College.

seem) we are to develop all needed skill in the use of forms. Formal studies as such should not be taught, for this is an inversion of nature and a perversion of every sound educational theory. No group of subjects such as history and literature on the one hand, or natural science on the other, is to form the core about which the other subjects shall be concentrated and to whose principle of development the others shall be subordinated; but every subject shall have equal validity with every other, except that *thought* shall precede expression, the principle of unification or concentration being the rational, philosophical relation that exists by nature among the various departments of human knowledge. The following citation from pp. 27-8 illustrates this natural coördination: "The first definition of geography that I give is this: Geography is the knowledge or science of the present appearance of the earth's surface. This definition premises that there have been countless other appearances in past æons, that constant changes have been going on in the crust of the earth, and that changes will be continuously made in the future. The present appearance of the earth's surface is the result, or present effect, of countless changes in the earth's crust. Geologists teach us that the earth's creation is going on to-day in precisely the same way and by the same causes as it has been going on for countless ages. To know geography is to know the present appearance of the earth's surface. This definition gives geography a place as a branch of study and shows its relation to other studies. Any definition more comprehensive than this would include other subjects. Thus the study of the surface of the earth is a study by itself, excluding by its definition all other branches."

Concentration based on the philosophic unity of all knowledge is a distinctly American contribution to the theory of education.

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#### LIMITATIONS OF THE SCHEME.

Fascinating as Col. Parker's scheme of concentration may appear at first sight, it involves two chief difficulties, one physical and the other psychical, together with any number of undesirable tendencies. The two great difficulties involved arise from the fact that to make the philosophical unity of knowledge the principle of concentration it is necessary to have an adult philosopher to teach and an infant philosopher to learn. It is a physical (and economic) impossibility to prepare two hundred thousand philosophers, more or less, to do the teaching; and it is a psychical impossibility to produce any infant philosophers to do the learning. Simple as

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edge of the same sort that has constituted the ante-school experience of the child, shall be the material through which all form is to be taught. In the center stands the child surrounded by *energy* working through *matter*. This matter is studied under the following heads: mineralogy, geology, geography, astronomy, meteorology, botany, zoölogy, anthropology, ethnology, history. This is a hierarchy of sciences, and each is to be taught in its relations to its fellows. *Universal law* is to be the principle of unification of knowledge in the mind of the child. Next, we have the modes of attention called observing, reading, hearing-language. Then

\* From "Herbart and the Herbartians." By Chas. De Garmo, Ph.D., President of Swarthmore College, Pa. New York: Charles Scribner's Sons, 1895.

sociations of facts children can make, but they can see no far-reaching unifying principles. To make them appear to do so leads to worse formalism than any we seek to avoid.

Among the undesirable tendencies of this plan the following may be mentioned.

(1) There seems an undue emphasis upon the material facts of knowledge, and a corresponding neglect of the culture side. The topics in which inherent thought is to be developed are mineralogy, geology, geography, astronomy, meteorology, biology, zoölogy, anthropology, and history. How different from this is Ziller's emphasis of the culture subjects, history, literature, and religion, which in his view are so important for the spiritual and moral development of man that they are worthy to be the core of study to which all form and nature study should be subordinated. The savage, even, learns much of nature, but his savagery exists because he knows so little of man and his institutions.



CHRISTIAN UFER, Altenberg, Saxony.  
Author of "Vorschule der Pädagogik Herbart's."

The history of the world indicates that civilization has been possible without natural science, but that it cannot exist without culture knowledge. Were we forced, therefore, to abandon, either in elementary education, we should keep the culture and let the science go. For this reason a scheme of concentration that appears to lay such heavy stress upon the facts of the material world is open to serious objection.

(2) Another practical difficulty at once arises when the attempt is made to teach all modes of expression, such as writing, speech, drawing, painting, modeling, and making, incidentally, as the natural method of expressing the inherent thought gained in the knowledge subjects. Such modes of expression as arise naturally and inevitably in expressing thought may perhaps be left to incidental care, but those that occasion great mechanical and mental difficulties, like writing, drawing, spelling, etc., are in most cases likely to be neglected if taught incidentally. In the long run and with the majority of teachers, what is incidental comes to be regarded as unimportant, and suffers a corresponding neglect.

(3) A philosophical unity of knowledge as a basis for concentration leads inevitably to an emphasis of the *logical* at the expense of the *psychological* principle of sequence. It is only after the separate sciences are well developed individually that their philosophical interrelations are clearly perceived. In making these late-seen interrelations the basis of concentration the natural tendency would be to make the various sciences take the direction and sequence of topics indicated by their development as logically completed wholes. The apperception of the child is not scientific, however, but depends upon the limits and tendencies fixed by environment, experience, and childish tastes and fancies. The sequence of topics in knowledge must, therefore, be psychological before it is logical.

## Dörpfeld's Concentration Rules.

(Translated for THE JOURNAL from Chr. Ufer's "Vorschule der Pädagogik Herbart's.")

Concentration is, as Stoy says, "a term which pedagogical shallowness has seized." There are those who say that it is the object of the school to teach the pupil to read, write, and cipher, and that hence it must *concentrate* its efforts to this end. . . . Indispensable as these (the three R's) are it certainly is wrong to lay the main stress upon them. Our public school is to be an *educative school*, not merely a school of reading, writing, and arithmetic.

But those also who place the greatest emphasis upon the *study of things* often show that they have a wrong conception of the term *concentration*. Many of them hold to cite only one instance, that beside the accomplishments necessary for practical life, the main study in school should be religion, and that for this reason but little, if any, attention should be given to other branches. This is, to use Stoy's happy expression, "surgical pedagogy," which seeks salvation in the partial or total amputation of individual branches of study, but forgets that it develops but one single side of the sphere of thought. No matter how much effort may be expended in this direction it means simply the same as if one would "compensate a cripple for the loss of one limb, by doubling the length of the other," as Dörpfeld puts it.

The principle of concentration advocated by the sturdy Rhenish schoolman, Dörpfeld, makes also the culture studies the center of all instruction. He demands:—

1. *Normality of the curriculum* (full number of branches, etc.).

2. *Every department of study must form a unified whole*, i. e., in a composite department (in religion, for instance) the various branches (Bible history, catechism, hymns, etc.) must be connected in one unified course.

3. *Correlation of all departments of study in teaching*, according to their nature

(a) of object—and language—studies,

(b) of object and form studies,

(c) of the branches of object studies among one another.

4. *Central position of religious instruction*,—in the service of disposition, culture, and character formation.

It is true there is here no mention of the "culture epochs." But Dörpfeld has pointed out that this demand, "as a concept, does not belong in the series of concentration principles." Disregarding the concept phase and considering the practical side, the thought of the culture epochs, in Ziller's sense, certainly has something to do with concentration.

Those who carefully read the theoretical discussion of this idea in Ziller's "Grundlegung," and its methodical treatment by Rein will soon see that the consideration of the culture epochs as they are there given not only facilitates the carrying out of the concentrating function of the four principles above mentioned (i. e., production of a unified circle of thought), but also considerably strengthens this concentrating itself. Whether the materials by means of which Ziller attempts to represent the culture epochs in the plan of instruction are properly chosen, and to what extent the matter may be carried out in schools of fewer grades, is just the point in question here. After calling attention to the fact that the question of the culture epochs has not yet been discussed to that degree which would warrant practical educators taking position with reference to it, Dörpfeld gives the following advice: "The teacher who has at heart the concentration of instruction, must take care to keep the four concentrating principles distinct from the idea of culture epochs, and above all help to work to the end, that, at least the former may soon receive general recognition." He, however, who does not heed this advice "becomes guilty of a grave error, and obstructs the good cause; the recognition of the principles of concentration is retarded and mutual agreement concerning culture epochs is at least not promoted."

## Correlation and Concentration.

By M. V. O'Shea.

In responding to an invitation from the editor to indicate very briefly what I understand to be the meaning of "Correlation of Studies," I desire to say at the outset that the sense in which this term is employed in the report of the Committee of Fifteen is new to me. I should not by any means presume to criticise the committee's use of that term; but I believe that many of us are constantly speaking of correlation in a different sense from that of the report, and it is only with a desire to arrive at some common understanding as to what shall be meant by correlation of studies that I offer a word or two upon what the committee has taken it to mean.

In the first place the term Education seems to have the same meaning as does Correlation in one place in the report,—that it is the process of bringing the pupil into intimate relation with his environments, both natural, and social or spiritual. The question of how best to accomplish this,—what sort of material of instruction is best adapted to lead the pupil to understand himself in relation to his environments,—this is a question of the relative values of studies, as seems to be commonly understood. Now, in considering all studies from the point of view of their comparative worth in stimulating

topics in each branch, considered psychologically, with a view to afford the best exercise of the faculties of the mind, and to secure the unfolding of those faculties in their natural order, so that no one faculty is so overcultivated or so neglected as to produce abnormal or one-sided mental development," is also principally a question of educational values as determined by the ends of school-training. The reference to method here has to do with presenting the topics of each branch to the pupil, not considering them in relation to each other, but each separately in its effect upon the mind of the child. We might, then, have such teaching of the subject of arithmetic as would entirely ignore all other subjects; and this is exactly what has been done in the past, and which, as I take it, the advocates of "Correlation of Studies" protest against. So we might consider how each subject can be best presented to the pupil, and how much should be offered him; but in the manner of presenting it we need have no regard for the other studies he is pursuing at any given time. Again, "The adjustment of the branches of study in such a manner that the whole course at any given time represents all the great divisions of human learning," seems to be a question of values and somewhat of method, for it must be shown that it is desirable to have all groups of studies represented in the school curriculum, and that they should all be pursued at the same time; but there is no indication of natural or desirable connection other than temporal between them.

It may perhaps be seen that the point I am trying to make is that in my understanding of the matter "Correlation of Studies" means the relating of subjects to each other in their method of presentation to the pupil. Correlation, then has nothing to do with determining the worth of subjects, but when a scale of values has been agreed upon, the problem then is to show how the pupil may pursue all branches as related to each other or as phases of one broad subject. In other words this principle aims to so organize and arrange all the branches of instruction that while topics in one subject are being pursued certain allied topics in all other subjects may be pursued at the same time. It will be seen then, that the subject-matter in each branch will be organized, not only with regard to the order of its own topics, but with reference also to all other branches, or to some central branch with which all the others are, or may be, organically related. I do not here express an opinion as to whether this is possible or desirable; but I may say, simply, that it is the general problem of Correlation as I conceive it.

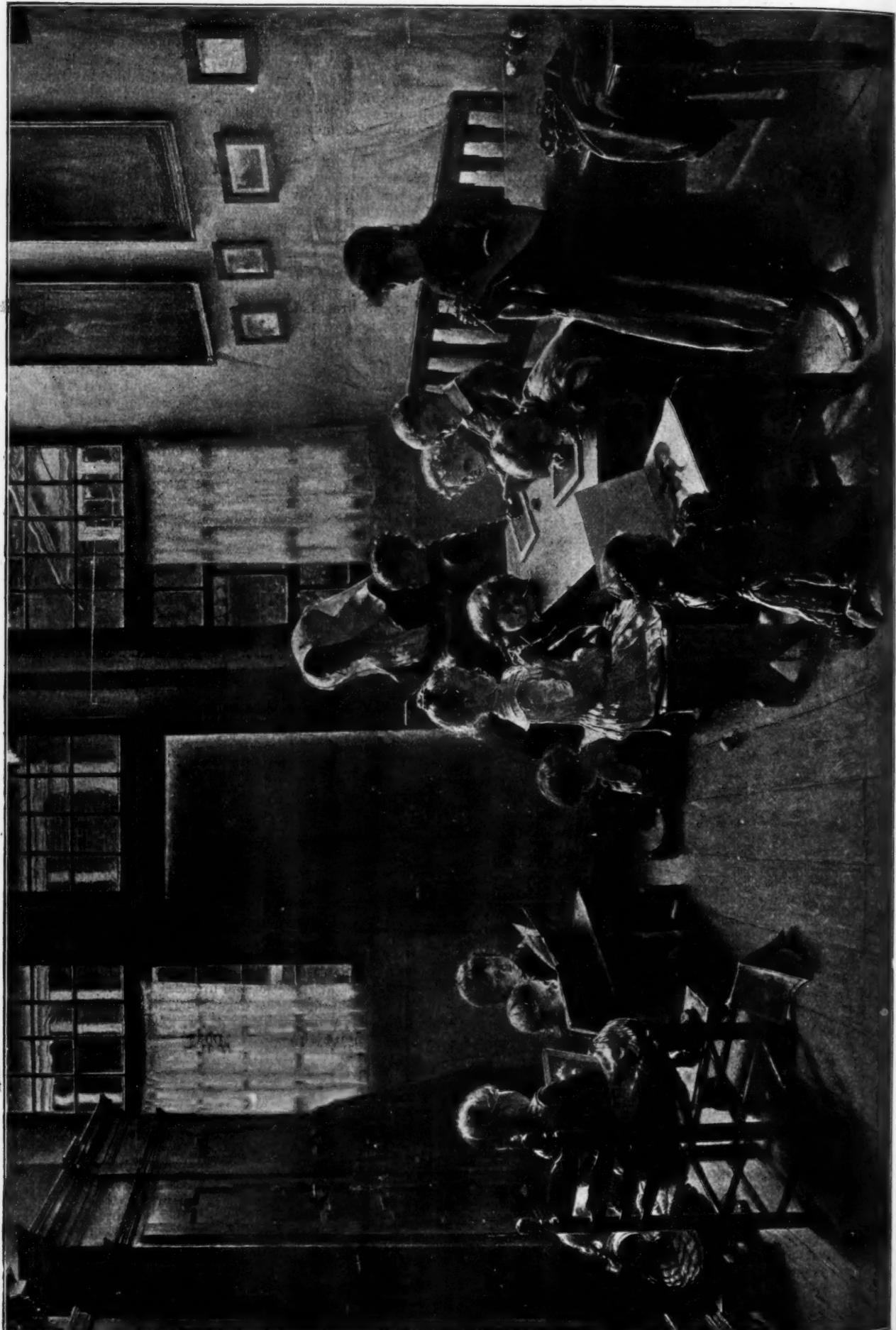
To my mind Concentration and Correlation should not be used to mean exactly the same thing, although I am not able to make very great distinctions between them. Upon examining the school curriculum there appear to be two classes of subjects: viz., real or content studies, comprising those branches that treat directly of the natural and spiritual environments of the pupil, that is, science (including geography), and history (including literature). Secondly, there are the instruments of acquiring and expressing knowledge upon these subjects, language (including reading, writing, spelling, and grammar), art (including drawing, painting, modeling, and constructing), arithmetic, and music. Now, it seems to me that the method of so organizing the real or content subjects that while a phase of one is being studied, a certain definite and related phase of another will be studied in conjunction with it, there being one subject which is central and the others depending upon it,—this, it seems to me, is the method of Concentration; while the organization and arrangement of the acquisitive and expressive subjects so that ability and skill in them may be secured through their constant use in the study of the real subjects, is the method of Correlation. Concentration is more profound and vital, since the arrangement of the real subjects so that all may be phases of one central subject must be determined by invariable laws arising from the very nature of the subject-matter of each branch; while the method of securing skill in the instruments of acquisition and expression through the study of the real subjects is somewhat adventitious



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the intellect of the pupil along the best lines, and arousing and directing his emotions, we are, it is true, thinking of him in his relation to the highest purposes of school-training, whether this be to enable him to adjust himself equally well to both environments, or to one rather than the other; but it does not seem clear why this should be called "Correlation of Studies," since we are not inquiring how studies may be correlated, or brought into relation with each other, but rather how the pupil may be correlated with his environments. In other words, we are trying to determine the specific value of each subject of instruction in the school-room, determined by its adaptability to give the pupil an understanding of and power over his environments; and we are not concerned in any way with the relation of those subjects to each other further than to compare them to discover their relative adaptabilities. It seems to me, I must say again, that the term Education means correlating the pupil with his environments; and a consideration of what material is best suited to attain this end has to do with values of studies, and not with their relations to each other as determined by the method of presenting them to the pupil.

In the second place, I have always thought that the "Selection and arrangement of the branches and the



A Dame School of Long Ago.

From *Famous Paintings.*

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and arbitrary, and does not require an invariable order of procedure in every instance.

In any one day's work, then, we would have at the center lessons in science and history, the topics studied depending upon those being pursued in some central subject as geography or literature; and reading, writing, spelling, grammar, drawing, painting, modeling, constructing, arithmetic, and music would be used to more completely investigate these real subjects, and to express accurately and readily what has been gained from such investigation. All these latter subjects have a drill side, needed to make certain forms and technique such a part of the pupil that they may be used automatically; but this drill must follow and depend upon the use of the expressive and acquisitive subjects in the study of the real subjects at any time.

### Notes on the Correlation of Studies.

By ELMER E. BROWN.

1. The demand for correlation is not based primarily upon the necessity of economizing time, but upon the fundamental need of thorough assimilation and unification of ideas.

2. Fouillée is undoubtedly right in maintaining that the ultimate correlation must be found in the study of philosophy. (*Education from a National Standpoint*.) It should be noted, however, that he postpones the study of philosophy to a period corresponding to the earlier part of our college course. He would have studies correlated incidentally in the earlier stages of the secondary school course through the thoughtful instruction of a philosophically trained teacher.

3. But "history is philosophy teaching by examples." The particular facts of history answer to the generalizations of philosophy, and are comprehensible by immature children and youth who could not master philosophy. Correlation in history is a useful propaedeutic to the study of philosophy. Such correlation serves also the desirable purpose of "humanizing the sciences."



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4. History, has, moreover, this great advantage as a correlating study, that its inherent sequence of subjects (the chronological sequence) is clear and tangible, reappears in the story of the development of the various branches of knowledge, and stands in intimate relation with the sequence of stages in the life of the learner.

5. But no one of the studies of the elementary or the secondary school curriculum may safely be employed as the sole center of correlation. That place must be reserved for philosophy. In a subordinate way, each of the studies is a center of co-ordination for all of the others.

6. There is much superficial correlation which is an enemy at once to true correlation and to the well-rounded treatment of the several studies. Bain's injunction that different subjects shall not be mixed up together in the same unit of instruction is a good corrective of this evil. (*Education as a Science*.) Attention should not be directed unduly to mere chance relationships between the several studies.

7. There is need of a careful study of the sequence of aptitudes in children and of the kinds of associations which tend most to the furtherance of wholesome thought and vital retention of knowledge. Such investigation is indispensable to the intelligent settlement of problems of correlation. It will, moreover, in all probability, correct the danger of attaching too much importance to the assumed parallel development of the individual and the race, as well as the danger of according to this parallelism too little significance; and so will give us a surer footing in the discussion of those views of correlation which are based upon the doctrine of such parallelism.

### Concentration.

By FRANK M. McMURRY.

At a recent important meeting of northern Illinois teachers the subject of concentration brought on a very spirited discussion of the relative value of natural science on the one hand, and literature and history on the other. The leaders of the debate were largely convinced that some one study should take the lead in any scheme of concentration, but they disagreed as to which branch it should be.

To my mind the decision to be reached is a very important one, because the value of the curriculum as a whole is to a considerable degree dependent upon it. Whatever is selected as the central sphere of thought will be made especially prominent thereby, since it will be frequently referred to for the choice of subject matter in other branches and for the introduction into it. The highest ultimate purpose of instruction must be a factor in reaching this decision, for it is not the object of concentration merely to secure a lot of closely connected ideas; it is rather to secure such a network of ideas as shall place special emphasis upon those thoughts that most deserve it.

The ultimate aim of the school is the development of good character; the child should be influenced by instruction to view the whole world from an ethical standpoint. The study that tends most toward the attainment of that purpose should be given the most prominent position. But which one is it? Which one has the greatest ethical worth? Is it literature and history on the one hand, or nature study on the other? A vast majority of educators unhesitatingly say the former. Nature study directs attention to the work of God about us, leading us to enjoy it, to wonder at it, and to reverence the final Cause of it all. In this manner it elevates the moral tone. But while it exercises this ennobling influence it fails to affect character so directly or so forcibly as do literature and history, because it lacks the moral content of the latter. While these direct one's thoughts to Providence in fully as feeling a manner as does nature study, they also deal with the deeds of human beings, with human motives, temptations, sacrifices, etc. Nature study does not teach what actions one should love and hate, it does not even deal with human actions, but with nature in distinction from humanity. History and literature not only impart a knowledge of what is right and wrong, but they also instil a love of the one and a hatred of the other. They impart such knowledge through the presentation of human deeds that continually require judgments of approval or condemnation, and they engender such love or hatred through the strong feelings that are the necessary accompaniment of those judgments. These are the branches that are most nearly related to the will, since strong ethical feelings are the chief conditions under

which ethical desires spring up, resolutions are formed, and maxims are established as the basis of conduct. It is right, then, that those studies that make man and not nature the center of thought should be the center of the school course.

There is another potent reason for this assertion. Literature and history, because of their ethical nature, act as constant reminders of the great ethical purpose of school instruction, and the greater the prominence given to them, the greater the assurance that the chief aim of instruction will not be neglected. But is there usually any serious danger of such neglect? There certainly is. In many fields of labor people are prone to forget the chief thing that they are striving for. For instance, instructors often drill pupils on the statement that "Grammar aims to teach us to speak and write correctly," then proceeds to master the text-book without further bother as to the chief object of the study. Our normal schools are filled with students who have practiced economy for years in order to prepare themselves fitly for teaching. They are frequently men and women of maturity in every respect. But in times past it has not been an uncommon thing to find them so interested in the marks that they received as to become quite oblivious to the real object of the normal training. What a pitiful perversion! Yet it is little worse than is common among principals and superintendents of schools in this country. A very large majority of them to-day are interested only secondarily in the quality of instruction and thirdly in the development of good character, while their chief effort is directed to office duties, janitors, repairs, etc. If business men were as forgetful and wavering as to their leading purpose, they would inevitably end in bankruptcy. Teachers and students have, however, one excuse for this otherwise inexplicable tendency to forget their main purpose: it is found in the multiplicity of their purposes. The public schools are aiming at useful knowledge, good character, mental discipline, mental power, a many-sided interest, etc. For intelligent instruction these aims should be ranked as to their worth, and the most important of them should be kept uppermost in mind. But it is obviously difficult to do these two things, and, in fact, it is very seldom done by our best teachers to-day. Any help in this direction ought gladly to be welcomed.

Our public schools being the safeguard of our nation, all possible provision should be made in order to keep at least the prime object of instruction, the development of character, continually before the minds of teachers. This is partially accomplished when literature and history become the central studies in the curriculum—literature during the early years of school before history is taught, and history from the beginning of the fifth year on. By being made the center they are declared the controlling subjects; they must often be referred to for suggestions to other subjects; their contents will be often reviewed and viewed again in new lights, as they finish the introductions to topics in other branches. Hence constant prominence is given to them, special emphasis is laid upon them. If, now, their content is primarily ethical, if it is their peculiar characteristic to furnish right ideals of character and to engender a love for the same, the ethical aim of instruction is, through them, kept ever in the front and even forced upon the attention of teachers.

Hence I conclude that LITERATURE and HISTORY should form the central line of work, for two reasons: *first*, that they are superior in ethical value to nature study; and *second*, that they act as constant reminders of the ethical aim of instruction.

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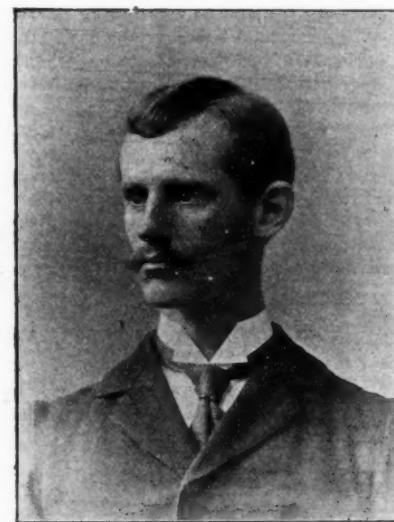
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## Concentration From the Experimental Standpoint.

By CHAS. B. BLISS.

Concentration! What an epitome of the spirit of these last years of the nineteenth century! Trusts, alliances, unions, organization, are some of the watchwords that indicate its presence. In every department of human activity, social, commercial, political, effort is being made to economize thought, time, and energy, to eliminate as far as possible friction, opposition, and useless repetition. In keeping with this spirit the work of the schools is undergoing a most critical examination.

Our system of education appears to be the result of a slow, unconscious growth of many years. While other sciences and arts have of late changed rapidly and are now changing yet more rapidly, the methods of education on the whole have for some time remained comparatively stationary. The same subjects are taught in practically the same proportions as fifty or a hundred years ago. But now the question is being raised whether this system is the result of a natural growth and therefore in harmony with the laws of the mind, or whether its development may not have been determined by unessential conditions rather than by the fundamental nature of the mind.



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As a matter of fact many serious charges have been brought against the order of studies now in almost universal use. It is claimed that it is not economical, that much time and energy is wasted, and that the opportunity of creating mental energy is often lost; that the various subjects are introduced at the wrong age, that too much attention is given to some subjects and too little to others. That too many entirely independent subjects are studied at the same time, thus making it impossible to gain the full interest of the mind for any one of them. Too much or too little attention is given to physical training, to the feelings, the imagination, the moral nature, or the religious instruction. Formal studies or culture studies, classical courses or scientific courses are too prominent. All these and many other criticisms are made against the various courses of study as found in the better schools. For any discussion as to courses of study presupposes the removal of the more conspicuous faults that still mar so many of our schools, such as bad ventilation, bad light, bad seats, bad teachers. About such there is no difference of opinion among those who think. Where they exist there is simply culpable neglect.

Together with the various criticisms of the educational systems there has arisen a corresponding confu-

sion of theories for improving them. Various schemes of correlation have been presented, running all the way from a slight change in the usual order to a complete remodeling of the whole course from the earliest years to the end of the university course.

Some would make history the center around which the studies are grouped, others geography, or nature study, or ethics, or morals, or religious instruction. There are plans for changing the order of studies and the time at which they are introduced, plans for increasing or decreasing the number of subjects studied, plans lengthening or shortening the time of study, plans for introducing games, physical culture, or manual training, and plans for making the courses more classical or more scientific and practical. In fact, every one who pays particular attention to the subject feels bound to suggest certain changes.

With so many different theories starting from different points of view and without any common basis or aim, it is not strange that they differ widely among themselves, and, taken together, present a scene of almost hopeless confusion. While this difference of opinion exists among the leaders it is not to be expected that any very great or lasting reform will be secured. The various theories will be adopted by their adherents, and an occasional suggestion may be more or less widely accepted, but none of the problems will ever be solved satisfactorily until the whole field has been thoroughly investigated in the spirit of modern science. The problem of concentration or correlation clearly involves all the other questions connected with the course of study, and can never be settled by itself.

In our study of these various problems we can start with a careful examination of the educational ideas of different nations in different periods of their history and we can trace the effects of their systems upon the various nations, but we must do far more than this.

The history of discoveries in electricity is not sufficient to solve the new problems of the present day. No science can advance without making use of careful, painstaking experiment and investigation, and there is no exception to this rule in the case of educational science. The only difference is that its phenomena are vastly more complicated and yield themselves less readily to scientific methods. Their scientific treatment involves the thorough study of the mind in all its relations, especially with reference to its development and possibilities. It includes differences due to race, climate, social conditions, religious and moral training, in fact all the influences that are or can be brought to bear upon the development of human nature. And yet while the field is so vast and many of its problems so indefinite, it is not rash to expect that within a few years the science of education may have a firm basis in a body of facts concerning which there shall be no dispute. The signs of the times that justify this expectation are the phenomenal interest in child study, the rapid multiplication of psychological laboratories—twenty-seven having been founded in America alone during the last seven years—and the splendid beginning already made in this special line of investigation.

It is impossible to forecast with any confidence the detailed development of this work. Indeed no small part of the work is that of definitely stating the problem to be undertaken. But judging from the necessities of the case and from what has already been done we can indicate in a general way some of the lines of work that will be carried out.

In the first place all the psychological experiments of any value which have been made upon individuals will be extended to a large number of individuals of different ages, thus giving a definite idea of the development of the different elements of the mind from year to year, beginning with earliest childhood. In the study of simple sensations we shall expect an exact statement of the growth and development of all the elements of the various senses, such as taste, smell, temperature, touch, sight, the normal condition at each age and the liability of variation, the effect of practice, fa-

tigue and interest, the effect of excellence or deficiency in one sense upon the other senses, the relation of acuteness in the special senses to general brightness or mental ability, the differences due to sex, nationality, and surroundings. These and many other facts concerning the simple sensations can be expressed exactly, and will throw a vast amount of light upon the nature of the mind and the proper treatment it should receive. The study of the feelings will include the various kinds of feeling, the age at which each arises, reaches its maximum and declines, the variation from year to year and from day to day, the effect of repetition, repeated stimulation, of different kinds of work and play, normal and abnormal conditions, the influence of feelings on other mental phenomena, on each other, and on the whole person. The study of voluntary powers will include motor ability, motor control, accuracy and steadiness of muscular movement, powers of concentration and attention, all with reference to age, sex, nationality, training, and the other powers of mind and body. In the realm of ideas we can study the content of the mind at different ages and under different conditions, the natural order of succession of thoughts, the laws of association, apperception, judgment, and reasoning powers. In studying memory we can start with the more simple forms, such as memory for color, size, shape, movement, and proceed to the more complicated processes of memory for words, pictures, and ideas, showing the development according to age and various methods of training. We can study the imagination, recording the change from year to year, the effect of cultivation or repression, the influence on other mental activities. The general study of the laws of interest also promises good results. This will include the natural tastes and instincts, the number of things that can hold the interest at the same time, the grouping of interests, the power of various motives at different ages, prizes, games, ambition, duty, and life purposes. This is especially important since all genuine correlation must be a correlation of interests; upon that depends the strength of memory, association, imagination, and all the mental powers. As to physical conditions, we ought to know the normal rate of development of the different parts of the body, the effect of different exercises, the amount of sleep and exercise needed; the development of the nervous system, the various brain centers, the effect of physical excitement and fatigue, the relation of body to mind, the laws of heredity, and the possibility of overcoming them.

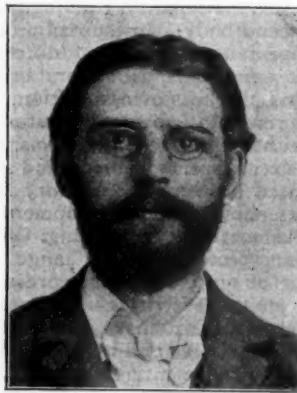
These points, taken entirely at random and without reference to natural order or logical sequence, indicate the vast possibilities of psychological investigation in solving the great educational problems, and chief among them, or rather the sum of them all, that of concentration or correlation. The mere statement of a few of the problems is also sufficient to convince us that the task is no easy one, which can be settled in a few days, but one that calls for years of patient investigation. As in all science, much work must be done which at the time may not seem to have any direct bearing upon the practical aims, and many are doubtless discouraged when they see how insignificant is the work already done in comparison to the problems awaiting solution. All such must remember that they are at the beginning of the science, not the end. They must look forward for their encouragement and not backward. It is scarcely ten years since mental phenomena began to be investigated with the spirit and methods of modern science, and a much shorter time since their development, which is, perhaps, the aspect of most interest to pedagogy, began to receive scientific attention. And yet the results already obtained, but which can not be indicated here, well repay careful study. As a compensation for the incomplete condition of the science, we have the privilege, if we will take the time to do patient, careful work, of making valuable additions to the data of the science and so of helping toward the solution of the great problems of education.

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## The School Curriculum.

By EDWARD F. BUCHNER.

Attempts at readjustments have lost their foreboding aspect. We are grown wiser, and the sane man is more than apt to welcome changes. Indeed, an epoch or a community which evinces no change is soon regarded as stagnant. Its life has gone out; nay, even worse, the continuance of its deadness is a menace to the welfare of those held in close relation to it. Thus, what in general is true of the life of the race, is uniquely true in educational activity. The history of pedagogics can well be thought of as little more than a record of energetic and typical efforts to introduce pedagogical reforms. The world's educators have been the "reformers," those who are bold to see the need of, and to introduce readjustments either in educational ideas or in pedagogical practice.



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No feature of nineteenth century education is more prominent, and thus worthy of extended significance in the diagnosis of our pedagogic condition, than the vigorous and long continued efforts to satisfy the demands of change in the curriculum. Not only is the century thus healthily breaking with the *Sturmischen* traditions of three hundred years; but the insight of educational thought is thus keen in resolutely bringing itself to the severest task which pedagogic necessity can ever force upon reflection. *The problem of the curriculum is the crowning problem in the science of pedagogy.* Towards its solution all other considerations contribute, and in it they all converge. The focal point in pedagogy is the course of study. Just as physics and chemistry are summed up in the molecular and atomic theories of matter; just as biology with every advance throws light on the abiding enigma of life; just as the being and nature of the Absolute is the synthetic task of philosophical reflection,—so are the conclusions of the pedagogue synthesized and reflected in the solution he gives to the problem of the curriculum. He who has perfected the curriculum has exhausted the unknown relations which it is the duty of educational thought to investigate.

Through the course of study, final unity comes to considerations respecting the function of the teacher, to inquiries into psychological possibilities in early developments, and to the fruits of experience with the logical relations and pedagogical values of the various groups of knowledge and art which are to form the material of instruction. To those who have "given o'er" in their hopes of "scientific pedagogy," a reviving suggestion may come from the truth of the relation affirmed, as it has been forced upon our attention by the practical movements in education. The curriculum is the "working hypothesis" of pedagogy. It is even more,—the one standard by which the educationist can measure the abstractness or the concreteness of the treatment given to any detached portion of the educational process. Always to orientate your considerations in light of the needs and possibilities within the curriculum is to keep a growing and promising freshness and actuality

in your educational thinking. Pedagogic romancing will forever be cured if thought be kept serious under the influence of the curriculum.

Though one may be disposed to admit that the problem of the curriculum is as abiding as the imperfections of the race, and as the failures of education to realize its *Hauptzweck*, at the same time the doubt may deepen that the problem is *aus der Luft*, and could never be of earthly service were a genius to arise, who would solve this riddle pedagogic. A brief recollection of the genesis and adoption of the "Seven Liberal Arts," the iron-clad classicism of three-by-four, in which we were jacketed by Sturm, and the failures of the best of the reformers to remove this hindrance to a fuller and stronger culture may well discourage him who has faith in pedagogic thinking. No less are the difficulties hampering a solution, which come from the almost commonly recognized fact that the sciences are not logical in their relations and will not submit to a fusion into one or more concepts. The partial and defective classifications by Comte, Spencer, and others, indicate the futility of directing hope to that quarter. The limitations of genetic psychology and the stupendous fact of psychical individuality complicate the difficulties as nothing else. Likewise the admitted tentativeness and inadequacy of the definite efforts in more recent times increase one's distrust in a hope that the way of the curriculum is leading from darkness into light. But that weakness of spirit which flees from initial limitations or failures can never possess the birthright of educational thought. Yet the breach made by such timely flight is welcomed by the true educationist.

Since the curriculum thus appears as the crowning problem in education, the first item in our hope of a solution appears on the basis of our general faith in the possibility of knowledge at all. If pedagogy is rational to any degree, then this problem extends the promise of receiving some acceptable solution. As inquirers into the unknown and as adjusters of concepts, we may ever hope that our progressive efforts are to be rewarded with some modicum of truth respecting the pedagogic relations so vitally summarized in a curriculum. And yet, even a cursory survey of the pedagogic travail of the last three centuries, or of the manifold and hidden relations in which the problem is set, tends to weaken our faith and makes inroads on our hope that success is at hand. To such lengths, however, past discouragements and partial failures should never carry us. If they only baptize us anew with cautiousness, then those historic experiences are blessed.

There are two or three general considerations which ought to increase our confidence and guide our endeavors. Why is a solution of the problem possible? Because of the three-fold unity which it is the special duty of theoretical and practical pedagogy to harmonize, viz:—*the unity of mind, the unity of the world, and the unity of knowledge.* On these three we must build, but the greatest of these is the unity of mind.

We have, however, imagined the solution of a problem which we have failed as yet clearly to apprehend. Respecting the curriculum, there are many pet phrases in vogue and stray pregnant thoughts. Yet the neophyte may attempt to look answeringly wise when he questions the purport of the refrain in terminology and hubbub of ideas. If he bethinks himself it will soon appear that the factors in the educational process, and the material of instruction which is its pabulum are scattered and unrelated. Isolation of facts and disconnected cognitions are the traditional fruits of teaching. Perhaps, some day he may be startled to find, for example, as I did recently, that to cultured boys of twelve and fourteen (who had long been taught (?) the outline life of Jesus) that life may have been lived on the planet Mars, or during last century so far as their appreciation of the facts went (they were not my pupils). Such experience impresses the teacher with the futility of his pious efforts to educate, and the hollowness of his pupils' acquisitions. When his work is done, he is amazed at the illusion of knowledge and the ghostliness of character which have been ripening under his pedagogic

care. His final regrets are the instincts which in the history of pedagogy have been awakened to a full consciousness facing the problem of the curriculum. What the true teacher naively craves is the object of rational pedagogy as it attempts to remove the factness of facts, their isolation, and to unify progressively the primitively unrelated elements of education. The curriculum should pursue the ideal of education which is to unify the factors of skill and culture into that totality which is called life. Then is the educated truly such when he is fitted to take his place in that sphere where all relations are progressively fused in the onward movement of human existence. The curriculum grows in dignity as we recognize that it is the organic mechanism which is to be effective in bringing unity out of diversity, order out of chaos, harmony out of discord. In brief, then, the problem of the curriculum is explicitly just what is implicitly the problem of education itself: how to reach by the artificial process of the school that totality which is the ideal of human development. Such an end and the more recent efforts to realize it are crystallized in the phrases, "shortening and enriching the course of study," the "correlation," "co-ordination," "concentration," and "sub-ordination" of studies, etc. And modern pioneers in pedagogy are not content to present the mere matter of his education to the pupil, and allow his psychical processes to run their own course towards the fusion of that material. With an increasing array of proposals, they insist that the course of instruction shall be so readjusted that the naivete of mental development shall be replaced by the inciting strength of pedagogic environment.

Whatever specific solution may be given to the problem, it cannot contradict the three principles mentioned above and at the same time be approved. Likewise, no solution has a deeper foundation; beyond them, no curriculum can go. They are to be accepted as the postulates, so to speak, with which the educationist proceeds to his inquiries. They are his assumptions which as a pedagogue he cannot stop to verify. From a cognate science he learns that individuality is the ripest fruit of our psychological development. As we grow from more to more as minds we differentiate ourselves completely. We grow to be not only one mind with one life history, but our unitary character deepens as it makes itself distinct in its individuality. This tendency to individualization is common to all organic beings, but in man, the higher the mental development the more manifest becomes the individual character. The infant and youth, however, must travel the perilous way of integration before attaining that goal of mentality. That he is moving in that direction must be the belief of every educator, a belief which shall shapen the manner of treating the pupil and the content of the instruction presented to him. It is this psychological fact which insists that the youth shall find unity in the educational process. To satisfy this demand is a unique duty of the curriculum, made difficult by the adverse phases in the pupil's development.

That it is one world to be known, one world of nature and human life, is the complement to the psychological unit which enters into our solution, and emphasizes the point that the groups of knowledges are to be articulated, as it were, into a system. Without this hope and this goal we will forever be teaching isolated facts. Blocks of information will then be given to the youth who can never discover that a fact even is not a fact because it is a fact, but only because it is, as a fact, dependent on an entire system of facts. This objective aspect of pedagogic factors continually demands such a succession of studies that in the child's mind there shall be a deepening sense of the relatedness of all things. Whether this will burden or lighten the educational task is not pertinent. A refusal to accept this postulate, and to act accordingly is a surety that your teaching will be of the traditional devitalizing type.

What additional principles underlie a solution of the problem of the curriculum, and what are the merits or defects of the various schemes advanced during the last forty years, may well be reserved for future considera-

tion. The inquiring teacher can best be hopeful in laying an enduring foundation, and in believing that the details of the solution are to be secured either through corollaries or empirical illustrations of the principles already mentioned. No generously minded teacher or organizer will allow the simplest minutiae to escape rendering their service to that triplicity which, in any case, gives the fundamental warrant for attempting the educational process at all.

*Yale University, June, 1895.*

## What has been Accomplished in Nature Study in Correlation.

By WILBUR S. JACKMAN.\*

The present educational movement is characterized by an earnest search for fundamental principles. A firm belief in the supremacy of natural law will be the ultimate creed of all peoples; this will be the great rallying center and harmonizing influence in every field of human thought.



WILBUR S. JACKMAN,  
Cook County Normal School.

The subject matter of all study, in the last analysis, presents itself to the student under the conception of energy; it is in this great underlying conception that the fundamental unity of all subjects may be perceived. The relations which unify all the so-called different branches of study, under the conception of energy, may be termed the logical relations; those relations by which the subjects unfold themselves to the mind are the psychological relations. The Old Education laid stress upon the former, the New Education emphasizes the latter.

*Correlation* consists of that psychologic arrangement and presentation of subject matter through which the logical relations of the different branches may most readily appear.

The principles of correlation are now being applied to the old courses of study with revolutionary effects. In the work of reform and reorganization of the curriculum in the primary and grammar grades, nature study is playing the leading part. Its entrance to the grammar school course has been beset with many difficulties. It entered from the side of the high school; it should have come from the kindergarten. Through the specialization of subjects in the high school, each branch of science had its champion who entered the lists determined to make his subject the organizing center. The first step, therefore, in correlation was to determine the natural relations of the different branches of science to each other. Psychological considerations have made it evident that no subject can be made the organizing cen-

(\* Synopsis of a paper to be read at the National Educational Association, Denver, July 10, 1895.)

ter, but, that each bears a direct relation to the demands of growth in the child. Nature study is, therefore, now organized upon this basis,—the subjects not being subordinated one to another, but all properly related to the needs of child growth.

The old courses of study were poverty-stricken in the want of thought material; in the rich supply of this, nature study has been a veritable Godsend to the schools. In the first eager use of the new subject matter, it seemed as if the old, long-established studies would be driven from the field. But thought and expression are the two essential and correlative aspects of education. Expression is the outward realization of thought in action; action is possible only through form. These considerations made it evident that there must be, not strife, but reconciliation between the new *thought* studies and the old *form* studies. This is the work now going on in the best schools.

With nature study the problem was two-fold: first, its correlation with reading, writing, number, drawing, painting, and all the other form studies; and, second, its correlation with its yoke-fellow in thought, history including literature. In the first, much has been accomplished, and complete success is promised. Nature study practically introduced making, modeling, and painting into the schools; it has rationalized the methods in teaching all the rest and it has saved childhood from the dangers of intellectual starvation. History and literature, in this work, have been valiant allies.

In the correlation of science with history, but comparatively few have grasped the underlying principles. The efforts in this direction have been largely devoted to a search for jingling words in one of the subjects that will suit rhyming companions in the other. The correlation of these two thought subjects can take place only on two conditions,—first, it must be shown that nature study *directly* influences the moral nature; and, second, the events of history must be taken from the realm of chance and whim and be referred for interpretation to the operation of natural law. (For a full discussion of this topic by the author of this paper, refer to *Educational Review* for May, 1895.)

After the principles upon which correlation must take place be fully understood, much confusion must still result in the early attempts to apply them. We are yet to pass through an era of miserably poor teaching. But the blunders of the present generation will be transmitted to posterity as evidence of our sincerity of purpose and as proofs of our courage in a struggle for the rational in education.—*C. C. N. S. Envelope*, June, '95.

## A Plan of Correlation.

By C. B. GILBERT.

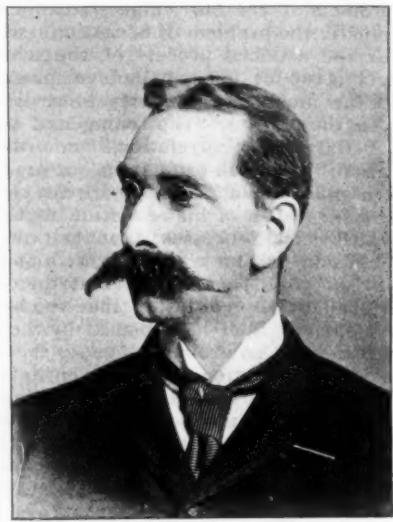
The editor of THE JOURNAL has asked me to write an article outlining a plan of correlation for schools. In this article the term correlation will be used in the sense in which it is employed by the younger school of American pedagogics, signifying the recognition in school curricula of those natural relations which exist among the various branches of human learning and the presentation of those branches to the child's mind in the process of his education in such a manner that his knowledge of them shall necessarily include a knowledge of their relations.

It is the aim of a properly correlated course of study to establish true relations in the child's consciousness between himself and his environment. This does not imply that the acquisition of knowledge is the chief or final end of education.

The relation of the acquisition of knowledge to education cannot be fully treated here, but this much may be said: The acquisition of knowledge has in education a two-fold use, as a secondary end and as a means to a higher end. As an end, knowledge is in itself desirable. It is man's principal tool; his chief weapon to be used in the conquest of the world. As a means its acquisition is the chief gymnastic for the exercise of the fac-

ulties by which the child is to gain the power that will enable him to use his knowledge well for the accomplishment of definite ends. Further, the kind of facts presented to the child and the method of presentation have very much to do with the cultivation of his disposition, of his ideals, and of the tendency and strength of his will, which is the highest aim of education. For all these purposes a correlated course of study is vastly superior to any other.

Knowledge is readily classified into a few general divisions, which for educational purposes, may be divided into two great groups. In the first group are found the great fundamentals of human knowledge. They are, knowledge of society past and present, and of the ideals of man, the laws, organizations, and labors by which the



C. B. GILBERT.  
Superintendent of Schools, St. Paul, Minn.

human race has accomplished its emancipation and progress; knowledge of the earth, the scene of man's activity, and of the laws and phenomena of the natural world;—the forces to be overcome and used by the human being in the attainment of his ends—that is, history, literature, geography, and natural science. To the second great group belong the various arts; the products of man's device by which are made possible the control of nature for man's ends and the effective communication between human souls. These are reading, writing, drawing, spelling, painting, modeling, and mechanical construction. The importance of these various branches of knowledge no one denies. The educational problem is to so present them that the child's mind shall not be confused by multiplicity nor dwarfed by paucity, but shall at each stage of his growth grasp all of the knowledge that his mind is fitted to digest, and all that he needs for further advancement.

It is a mistake to suppose that limited and isolated bits of fact are best for the immature mind. The world of knowledge as of matter is one and spherical. Each individual is the center of his own sphere. The child's sphere has a shorter radius, but it should be a sphere nevertheless. What knowledge he has at any stage should be related knowledge, for this only is useful knowledge.

Before outlining the plan of correlation two or three principles must be stated: 1st. Such a correlation must be natural and not artificial. It must simply seek to make apparent naturally existing relations, the unity and solidarity of knowledge. No mechanical concentration of study about one branch arbitrarily chosen as a center will answer. There is danger that such an arrangement will prove worse than the teaching of the various branches separately, allowing the child to discover their relations as he may, because an artificial correlation is false and opposed to the real end of correlation. The only concentration possible is that which makes the child the center. Too great desire to make a correlation superficially evident in the course of study is dangerous. The

spirit of correlation must be present subjectively in the teacher. This is much more important than that it be mechanically present in the course of study.

Again, no important branch of study can be taught wholly incidentally. Each subject has something which is essentially its own and which cannot be taught as an incident to any other subject. Each also has many branches which cannot be taught apart from other subjects. These facts are too often ignored in courses of study. The greater part of history has to be taught as history and cannot be made an adjunct of geography or literature. Even the arts have their technique which must receive time and attention, though with some of them, as writing, a very limited amount of time is sufficient for this technique, and for the most part they can be taught as incidentals.

The first essential in arranging a correlated course of study is a clear comprehension of form and content; content being that which is valuable in itself, and form including those subjects and departments of subjects which derive their value from something else. In a general way the two great groups of subjects of which I have spoken constitute the proper content of education. This is only a general division and not exclusive. There must be no exact mechanical separation of form and content. As I have said, regarding correlation in general, the distinction must exist subjectively in the mind of the teacher before courses of study can approximate this division.

Having clearly in mind this division into form and content, matter essentially valuable on one side and matter with a derived value on the other, it is evident that the first aim must be to see that at all points in the course of study there is abundance of valuable content matter to equip the child with all possible useful knowledge, and also to serve as the best possible mental gymnastic. There should be in every grade, even from the lowest, studies which will introduce the child to the world he lives in and the world he lives upon. That is, there should be from the beginning something of history, literature, geography, and natural science for the child. No course of study in these days can be called either rational or humane which gives a little child merely reading, writing, and arithmetic, but nothing to enrich the mind.

The second step evidently must be to see that these branches of valuable knowledge are presented to the child in proper relations—that is, they are correlated at each step—that is, the child must not be studying at the same time the history of Greece, the geography of China, the literature of England, with the Crusades for the subject, the flora of Texas, and the fauna of Minnesota.

Content studies for the different grades having been carefully selected and arranged, provision must be made for the form studies, that while the child's mind is being enriched by the study of the great subjects of human interest, he may be at the same time acquiring the power to express himself and to comprehend more fully what others have expressed, and thus be equipping himself more and more completely for his continually enlarging life. These form studies must be carefully correlated with the content studies. The child must read as his reading lesson literature which belongs to some of the content studies already provided for. For his language lesson he must practice the art of expression upon some valuable content occurring in the curriculum already arranged.

For example: Suppose he has been studying nature, has been observing some flower or animal minutely. Thought has been stimulated in him by the process. He has learned something which he desires to express. He is encouraged to give free expression to his thought, both orally and in writing, and thus acquires the power of expression in the only way. He is also learning to write and to spell at the same time. In these various exercises defects will appear in reading, writing, and spelling. The child will need more knowledge than he has in order to express himself well. This furnishes occasion for lessons in the technique of the various form subjects. The child who is sent to a dictionary to learn

how to spell a word which he needs to use, or is given a lesson upon the construction of the sentence over which he has bungled in his eagerness to put his thought into intelligible form, or has failed to make plain to the teacher or the class the beautiful thought of some passage in literature, is ready for a lesson in the technique of these arts. Every condition is right. His interest is aroused, which is the first essential to a successful lesson of any kind. He has desire for the knowledge which comes with the interest, and the knowledge will be at once apperceived, for the ground is fertile.

These instances are sufficient to illustrate my thought of the possibilities of correlation. It will be seen that complete concentration is not possible or desirable. In some grades it will be impossible to correlate the nature study with the geography and literature, but the form studies should in all cases be based upon some of the content studies. I have intentionally omitted the mention of mathematics, because in my judgment it is not possible to correlate that to any considerable extent with other subjects. Something can be done, especially in the primary grades, in making measurements and reckoning distances, but the possibilities in this direction are not sufficiently definite to admit their incorporation into a scheme of correlation.

In conclusion I will offer an outline of a course of study for two different grades, including such correlation as is possible. This is intended to be merely suggestive.

#### A. FIRST GRADE.

Poems bearing especially upon nature work; fairy stories; history stories.

*Nature Study*.—Topics appropriate to the seasons; forms of water, grasshoppers, caterpillars, and butterflies.

*Geography*.—Plants and animals; the study of natural phenomena, forms of water, calendar.

*Reading*.—Hekto graph lessons on topics selected from literature and nature study. Selected lessons from readers.

*Drawing*.—Form study; the drawing of plants and animals occurring in nature study, represented by free-hand cutting, paper folding, sand modeling, laying of shoe pegs and lentils, of animals and plants occurring in nature study, of the scenes suggested in literature and history.

*Arithmetic*.—Combinations through ten. Use of linear, liquid, and dry measure units. Fractional parts of numbers. Fractional parts of 1.

#### B. FIFTH GRADE.

*Geography*.—North America.

*History*.—Early settlements of North America; colonial life.

*Nature Study*.—Available plants and animals (not closely correlated with history and geography).

*Literature*.—Poems, tales, and other matter appropriate to the history and geography, and also to the nature work, such as Miss Alcott's "Spinning Wheel Stories," Irving's "Rip Van Winkle," Longfellow's "Miles Standish."

*Reading*.—Matter selected from literature, also geographical and historical readers.

*Language*.—Compositions suggested by any of the content studies; letters descriptive of imaginary journeys suggested by geography, or the characters suggested by history; drill upon technique, especially uses of nouns and pronouns.

*Drawing*.—Illustration of language papers; origination of design with pencil, paints, and clay.

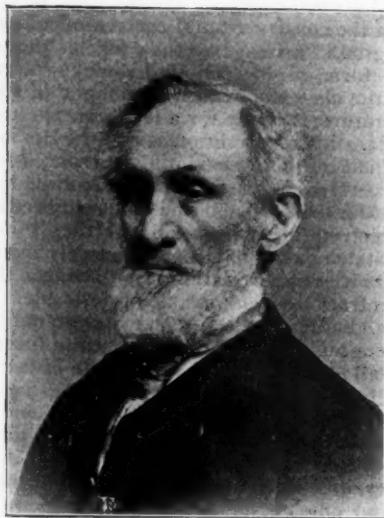
*Arithmetic*.—Drawing to scale; comparing areas, fractions, decimals, problems from history, geography, and science work.

St. Paul, Minn., June, 1895.



This issue will reach thousands who are not now subscribers. We urge every such one to make the paper a regular visitor by subscribing.

THE JOURNAL during 1895-96 will continue to be a paper that superintendents and principals of schools, leading teachers and boards of education, cannot afford to be without.



ZALMON RICHARDS, Washington, D. C.,  
Secretary Board of Trustees. President N. E. A. 1858.

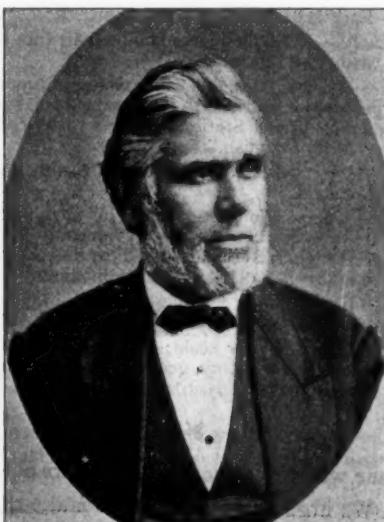
### National Educational Association.

By ZALMON RICHARDS.

#### HISTORICAL.

The National Educational Association holds a prominent position among the educational agencies of our country. It is an expression of the thought of those engaged in the practical work of education. It sprang into existence in recognition, by a few teachers, of the need of conference upon new questions that were being asked as the public school began to assume a position of some importance, the dominating influence hitherto having been private schools, such as academies, seminaries, and colleges. The first suggestion, in regard to the formation of a "National Educational Association," was made in 1857, by Mr. T. W. Valentine, then principal of one of the large public schools of Brooklyn, N. Y., to Mr. D. B. Hagar, principal of the normal school at Salem, Mass.

Dr. Hagar drew up the call, and Mr. Valentine sent it out to ten teachers' associations,—Mr. Valentine



T. W. VALENTINE, Brooklyn, N. Y. (Deceased),  
Who suggested the organization of the National Educational Association  
being then the president of the New York State Teachers' association, the first organized state teachers' association in this country. It was sent also to many prominent educators. At the meeting the presidents of the ten associations were present, and with them about one hundred warm friends of education; they assembled in August, 1857, in the Atheneum building, in

Philadelphia. The convention was informally organized, by choosing Mr. J. L. Enos, of Iowa, as moderator, and Wm. E. Sheldon, of Massachusetts, secretary. The constitution for a "National Teachers' Association" was prepared by Dr. D. B. Hagar, and unanimously adopted by the convention; to this about eighty names were attached, as members. The association then proceeded to elect officers, in accordance with the constitution, and elected Mr. Z. Richards as president, then, and now, of Washington, D. C.; at that time being principal of Union academy. Mr. J. W. Bulkley, of New York, was elected the first secretary; T. M. Cann, of Delaware, treasurer; Mr. T. W. Valentine, of New York, first vice president; and Wm. E. Sheldon, first counsellor.



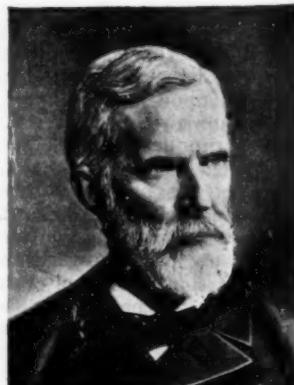
DANIEL B. HAGAR.  
President N. E. A. 1857.



JOHN D. PHILBRICK, Mass. (Deceased),  
President N. E. A. 1863.

The prominent object and purpose in the minds of the founders was to make the organization a National Teachers' Association, in distinction to the state associations, whose design, as the constitution declared, should be, "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States." The founders of the association, therefore, entered upon a noble and patriotic mission; and it is believed to have resolutely and consistently adhered to its original purposes; striving earnestly to be national and patriotic, and educational. Having these aims, it has been a prominent instrumentality in elevating the public schools of our country.

It is believed that the only surviving founders in this, the thirty-eighth year of its existence, are Z. Richards, of Washington, D. C.; D. B. Hagar, of Salem, Mass.; and W. E. Sheldon, of Boston, Mass.



J. P. WICKERSHAM PENN, (Deceased),  
President N. E. A. 1866.

J. L. PICKARD,  
President N. E. A. 1871.

The number of members at the first meeting in 1857, was about eighty ; the whole number of actual members, at the last meeting, in Asbury Park, including annual, perpetual, and life members, was about 6,000. If all who have been members of the association had kept up their membership by paying the annual fee, the number of members would have been twenty-five or thirty thousand. It has

the sympathy of the great multitude of educational workers in our own country. In every state and territory, its members, past and present, are to be found, whose influence is felt in the gatherings of educators, so that its foundation purpose of producing an elevating effect upon the public schools has been realized.

In 1870 the name was changed to "The National Educational Association," and the plan of educational work was enlarged. Several departments were formed and the work distributed among them. At that time the normal department and the superintendents' department were formed, it having been found that the expansion of the educational systems in the various states had erected interests which did not exist at the first meeting.

7. The Department of Superintendence.

8. The Department of Industrial Education.

9. The Department of Art Education.

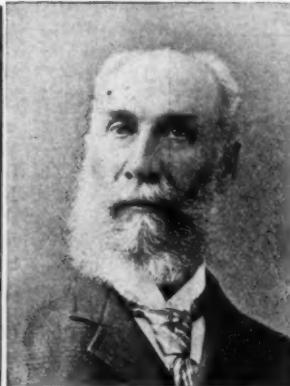
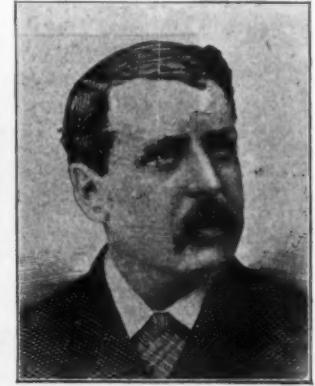
10. The Department of Music Education.

11. The Department of Business Education.

12. The Department of Child Study.

The council is composed of sixty members elected from time to time ; half by the board of directors of the general association, and half by the council to hold their membership for six years. It meets two or three days before the general annual meeting. Its business is to consider important educational questions brought before it, in a formal report, prepared by a special committee, which is then open for criticism and discussion ; it is then approved or disapproved.

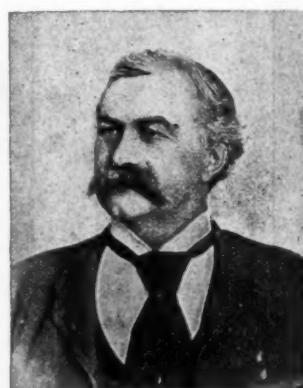
In order to open the association to all educators, any person is permitted to become a member, by contributing annually \$2.00 ; this entitles such person to a vol-

E. E. WHITE, Columbus, Ohio,  
President of N. E. A. 1872.W. F. PHELPS, Minneapolis, Minn.,  
President N. E. A. 1876.JOHN HANCOCK, Ohio (Deceased),  
President N. E. A. 1879.THOMAS W. BICKNELL, Boston, Mass.,  
President N. E. A. 1884.F. LOUIS SOLDAN, St. Louis, Mo.,  
President N. E. A. 1885.

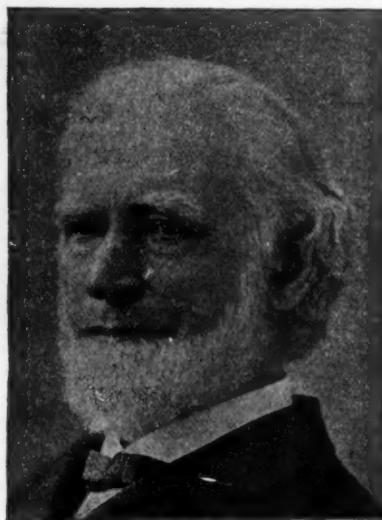
As the influence of the association broadened, other departments have been added from time to time, until now, the general association is divided into twelve departments, as follows :

1. The National Council of Education.
2. The Department of the Kindergarten.
3. The Department of Elementary Education.
4. The Department of Secondary Education.
5. The Department of Higher Education.
6. The Department of Normal Education.

ume of the published proceedings of that year. Any person can become a life member by contributing \$20.00 at one time. The addition of departments brings into the membership persons distinguished as teachers in the kindergarten, in the primary, high, and normal schools, in the colleges, in manual training, art, music, and business teaching, and as students of the minds of children. The number of members is indefinite in these departments. Each of these departments is independent and chooses its own presiding officer, and selects the person it wishes to address it.

ALBERT P. MARBLE, Omaha, Neb.,  
President N. E. A. 1889.W. R. GARRETT, Nashville, Tenn.,  
President N. E. A. 1891.E. H. COOK, Flushing, N. Y.,  
President N. E. A. 1892.

Until 1884 the permanent and annual membership continued to be comparatively very small; though the an-



N. A. CALKINS, New York City.  
Chairman Board of Trustees. President N. E. A. 1886.

nual meetings were generally attended by a large number of teachers and friends of education, yet many of whom failed to keep up their annual membership by



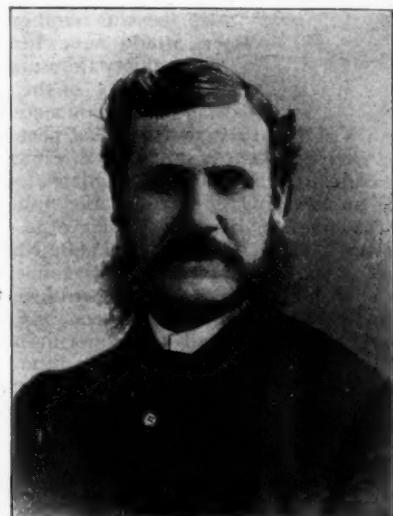
NICHOLAS MURRAY BUTLER, Columbia College,  
President N. E. A.

paying the yearly dues. The result was that the funds of the treasurer were often so low, that the active mem-



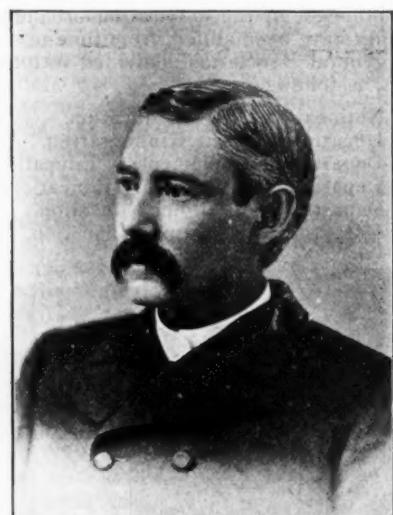
AARON GOVE, Denver, Colo.,  
President N. E. A. 1888.

bers were obliged to make extra contributions to keep up current expenses. In spite of all the officers could do, and they were able and efficient men, yet the association did not secure the amount of confidence and co-operation of the prominent educators of our country. In 1884, the president, Mr. Thos. W. Bicknell, of Boston, and his co-laborer, Wm. E. Sheldon, succeeded in making arrangements with the prominent railroads for such a reduction of fare, that a large number of teach-



A. G. LANE, Chicago, Ill.,  
President N. E. A. 1882-94.

ers and educators attended the meeting at Madison, Wis., where the first large income from membership fees was realized. The policy, inaugurated by Mr. Bicknell and his co-adjutors, of obtaining the co-operation of the different railroads, has ever since been followed; thereby securing the attendance of a large number of members almost every year, so that the clear income from membership fees from year to year, has so increased that the corporate trustees of the N. E. A. have invested in permanent interest-bearing securities funds enough, so that by a judicious use of their interest the association is able, not only to meet all its legitimate expenses, but to engage in important educational propagandism, and also to disseminate among the edu-



J. M. GREENWOOD, Kansas City, Mo.,  
Treasurer N. E. A.

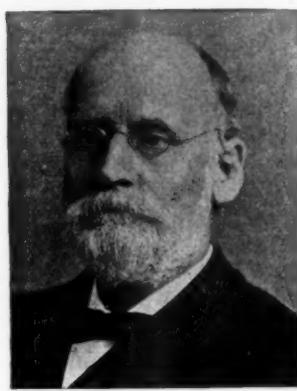
cators of our country annually the ordinance containing its proceedings, which cannot but have a great influence in elevating the public schools—the main object of its existence.

While this result has finally been achieved, yet during

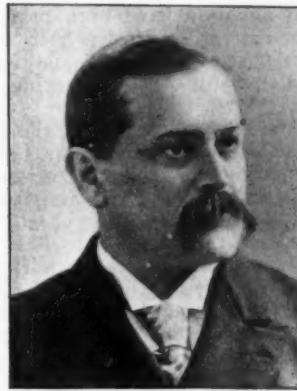
## Committee of Ten.



JAMES B. ANGELL,  
Pres. of the University of Michigan.



WILLIAM T. HARRIS,  
U. S. Commissioner of Education.



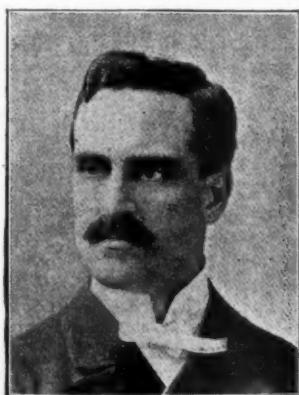
JAMES M. TAYLOR,  
Pres. of Vassar College.



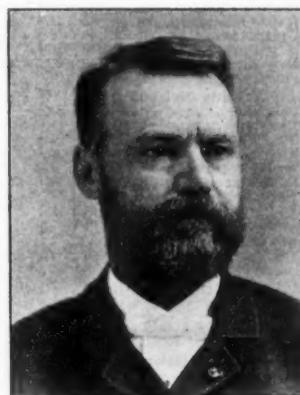
CHAS. W. ELIOT, Chairman of Committee of Ten.  
Pres. of Harvard University.



JAMES H. BAKER,  
Pres. of the University of Colorado.



JAMES C. MACKENZIE,  
Head-master of the Lawrenceville  
(N. J.) School.



OSCAR D. ROBINSON,  
Prin. of the High School, Albany, N. Y.



JOHN TETLOW,  
Head-master of the Girls' High School  
and the Girls' Latin School, Boston, Mass.



RICHARD H. JESSE,  
Pres. of the University of Missouri.



HENRY C. KING,  
Professor in Oberlin (Ohio) College

twenty-seven years of the existence of the association it must be remembered that the demands upon the association were often of such a character, that sacrifice and devotion have been required to meet the exigencies that arose; it has been fortunate, in having officers, possessed of these qualities, to whom it could turn in the many dark and trying days of its early existence.

The volume containing the annual proceedings is a most important work and is asked for in almost every enlightened portion of the world. (The writer is the custodian of these volumes, 450 Penn avenue, Washington, D. C.) These proceedings contain the most matured thought of the best educators of America. They are owned by many normal schools and superintendents, the libraries of universities and colleges, and sought for somewhat, for it is a thousand-paged volume, of the best educational literature.

At the meeting held in Saratoga in 1891 a committee was appointed to draw up a course of study for high or secondary schools, called "The Committee of Ten." This report was published in a pamphlet and is considered a remarkably clear and valuable contribution to the subject of school courses.

At the meeting of superintendents, held in Richmond in 1894, a committee called the "Committee of Fifteen," was appointed to consider, and report upon the order and correlation of studies in the elementary schools; the organization of school systems; and normal schools. This report was made in February last and is now before the public for consideration. While all the recommendations of the reports may never be incorporated into any one school system, they will suggest valuable improvements, and thus prove beneficial to practical education.

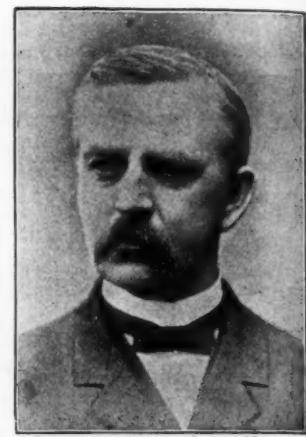
The influence of the association has been not only salutary, but even revolutionary, in those states and cities where its meetings have been held. A new educational life set in and new inspiration was received, which, while operating almost silently, was most effectual in waking up the people to make new efforts for the improvement of the schools. Its influence has operated like leaven in meal; every part of our country, every state and territory in the Union, has felt its effects. Since the organization of this association, nearly half of the states have inaugurated the public school system, in some form; and now there are hundreds of educational associations. The Peabody, Slater, and other school funds have been created to promote the effects of this inspiration, so that public schools have been multiplied; and private institutions have been generously endowed; and the cause of universal education has gained such a foothold in this country that it will never lose its influence here; but will evermore distinguish us among other enlightened nations.

The association has been the means of bringing into the field a host of educational laborers, many of them most successful as teachers, or highly cultured scholars in some department of knowledge. Though the work of the association was begun by men, and has been mainly performed by men, yet assistance has come from many distinguished ladies, in all the departments, but particularly in those of the kindergarten, and elementary education. The speakers of the annual meetings are

representative educators honorably connected, in some form, with our best educational institutions, the public and private schools, or universities.

Finally, it is a remarkable fact, that thus far, for thirty-eight years, all the meetings of this association have been inspiring, and uniformly harmonious; and a fraternal feeling has always existed among its working members. May this state of things continue to exist!

(On page 716 is a list in numerical order of the presidents, and of the meetings; the name of each president, the year of the meeting, and the place.)



IRWIN SHEPARD, Winona, Minn.,  
Secretary N. E. A.

RECORD OF MEMBERSHIP BY STATES

IN THE

NATIONAL EDUCATIONAL ASSOCIATION

FOR EACH YEAR FROM 1884 TO 1894, INCLUSIVE,

Excepting 1893, when no regular meeting of the Association was held. Boldface figures show membership from the State in which the meeting for the year was held.

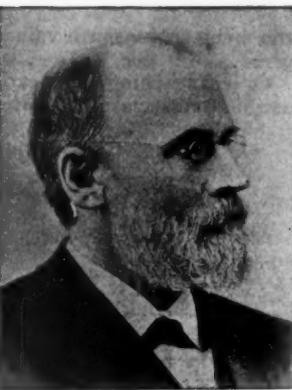
PLACE AND DATE OF MEETING.	IN THE												Average Mem- bership.
	Madison.	Saratoga.	Topeka.	Chicago.	San Francisco.	Nashville.	St. Paul.	Toronto.	Saratoga.	Asbury Park.	Total.	1884-1894	
1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1884-1894	1884-1894	
<b>North Atlantic Division.</b>													
Maine.....	21	2	5	32	11	.....	32	30	10	5	141	14	14
New Hampshire.....	64	6	10	11	.....	32	9	5	7	167	17	17	17
Vermont.....	43	3	41	4	.....	40	4	20	4	167	17	17	17
Massachusetts.....	310	145	85	277	206	28	290	114	212	52	1,719	172	172
Rhode Island.....	50	13	13	29	30	4	31	42	23	12	247	25	25
Connecticut.....	40	18	23	36	48	4	31	18	63	13	294	29	29
New York.....	143	159	91	211	210	29	228	117	611	326	2,127	213	213
New Jersey.....	40	27	35	23	41	13	12	16	65	969	1,241	124	124
Pennsylvania.....	81	28	121	108	242	23	99	76	178	323	1,279	128	128
<b>South Atlantic Division.</b>													
Delaware.....	1	4	.....	3	1	2	5	6	8	30	3	3	3
Maryland.....	5	1	10	8	17	3	13	49	45	158	16	16	16
District of Columbia.....	30	4	7	12	32	13	21	10	35	24	188	18	18
Virginia.....	6	3	3	18	12	2	8	2	24	82	82	8	8
West Virginia.....	15	2	3	6	7	27	49	20	37	173	17	17	17
North Carolina.....	3	4	2	8	12	13	18	17	15	76	8	8	8
South Carolina.....	5	1	1	13	22	4	18	14	53	132	18	18	18
Georgia.....	11	1	8	10	16	45	23	31	63	94	364	36	36
Florida.....	1	1	2	.....	10	7	4	5	2	34	3	3	3
<b>South Central Division.</b>													
Kentucky.....	33	2	8	151	22	114	30	57	42	128	596	60	60
Tennessee.....	12	6	5	62	83	607	97	134	57	124	1,177	118	118
Alabama.....	9	1	1	16	45	123	35	70	51	41	401	40	40
Mississippi.....	7	1	2	7	10	87	44	42	36	30	256	26	26
Louisiana.....	3	7	8	11	7	19	18	25	21	35	149	15	15
Texas.....	23	1	15	53	29	89	20	53	9	82	375	38	38
Arkansas.....	22	.....	8	67	12	29	12	34	33	35	242	24	24
<b>North Central Division.</b>													
Ohio.....	121	43	67	581	225	60	361	355	178	990	2,981	206	206
Indiana.....	54	15	46	418	71	89	206	149	65	238	1,371	137	137
Illinois.....	254	33	164	1750	222	204	625	666	214	871	5,103	510	510
Michigan.....	77	12	20	273	40	29	137	259	285	155	1,257	136	136
Wisconsin.....	546	18	18	486	57	24	443	222	72	143	2,063	905	905
Iowa.....	204	18	87	1,146	96	67	572	278	110	164	2,842	284	284
Minnesota.....	132	9	11	649	58	16	933	118	54	86	2,066	207	207
Missouri.....	46	11	73	625	133	68	249	320	189	435	2,149	315	315
North Dakota.....	22	1	5	149	8	7	100	31	20	9	517	52	52
South Dakota.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	39	5	27	634	40	10	147	220	126	127	1,375	138	138
Kansas.....	16	11	190	960	134	64	275	283	127	111	2,156	216	216
<b>Western Division.</b>													
Montana.....	3	1	1	9	4	5	37	24	9	3	96	10	10
Wyoming.....	1	2	2	8	8	5	18	4	3	45	45	5	5
Colorado.....	12	2	11	40	109	8	56	114	59	55	469	467	467
New Mexico.....	.....	.....	.....	2	28	2	1	7	5	.....	43	4	4
Arizona.....	.....	.....	.....	1	45	1	1	.....	.....	.....	53	5	5
Utah.....	1	3	4	127	.....	.....	10	8	4	157	157	16	16
Nevada.....	1	1	6	134	.....	1	.....	.....	.....	143	143	14	14
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	4	4	4	4	4	4
Indian Territory.....	3	1	1	8	6	4	3	4	1	27	27	25	25
Idaho.....	.....	1	1	12	.....	.....	1	1	1	15	15	15	15
Washington.....	1	1	3	27	1	6	18	1	1	60	60	6	6
Oregon.....	3	1	1	11	204	8	7	5	5	245	245	15	15
California.....	5	1	4	18	4278	18	8	5	10	1	4,342	454	454
Miscellaneous.....	11	.....	143	16	.....	.....	5	3	2	9	1	1	1
Canada.....	1	.....	12	20	1	45	650	48	41	818	82	82	82
Total membership.....	2,731	624	1,197	9,086	7,230	1,984	5,474	4,778	3,390	5,915	.....	4,240	.....

IRWIN SHEPARD, Secretary N. E. A.

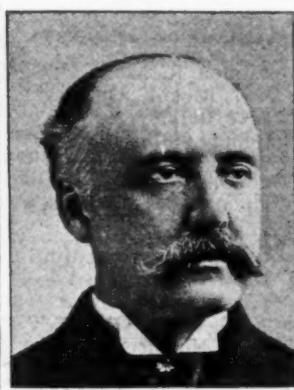
## Committee of Fifteen.



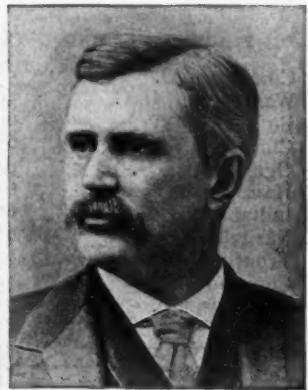
HORACE S. TARBELL, Providence, R. I.,  
Chairman of Sub-committee on the  
Training of Teachers.



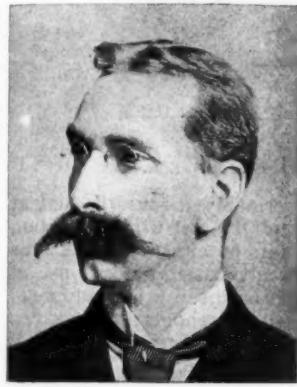
WM. T. HARRIS, U. S. Com. of Ed.,  
Chairman of the Sub-committee on  
Correlation of Studies in Ele-  
mentary Education.



WM. H. MAXWELL, Brooklyn, N. Y.,  
Chairman of Committee of Fifteen,  
and member of Sub-committee on the  
Correlation of Studies in Ele-  
mentary Education.



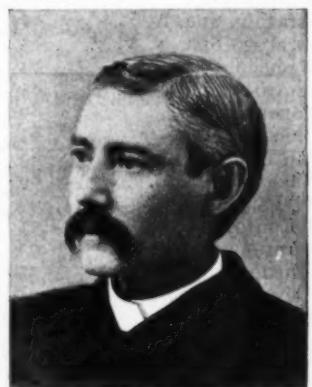
ANDREW S. DRAPER, Univ. of Illinois,  
Chairman of Sub-committee on the Or-  
ganization of City School Systems.



C. B. GILBERT, St. Paul, Minn.

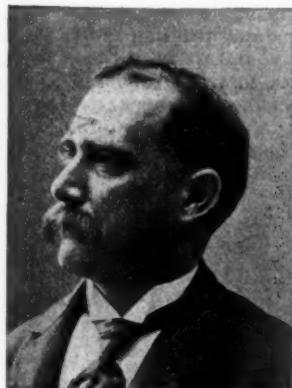


L. H. JONES, Cleveland, Ohio.



JAS. M. GREENWOOD, Kansas City, Mo.

### Sub-committee on the Correlation of Studies in Elementary Education.



OSCAR H. COOPER, Galveston, Texas.



EDWARD BROOKS, Phila., Pa.



THOS. M. BALLIET, Springfield, Mass.



NEWTON C. DOUGHERTY, Peoria, Ill.

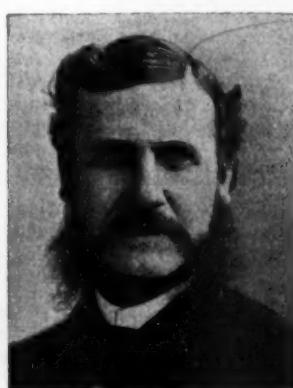
### Sub-committee on the Training of Teachers.



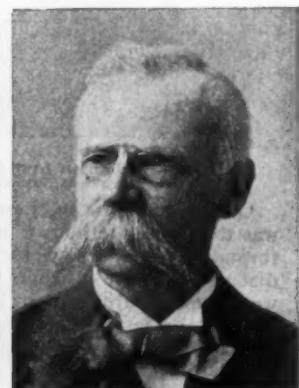
ADDISON R. POLAND, New Jersey.



EDWIN P. SEAVER, Boston, Mass.



ALBERT G. LANE, Chicago, Ill.



A. B. POWELL, Washington, D. C.

### Sub-committee on the Organization of City School Systems.

PLACE OF MEETING.	YEAR.	NAME OF PRESIDENTS.
Cincinnati, O.	58	Zalmon Richards, D. C.
Washington, D. C.	59	A. J. Rickoff, Ohio.
Buffalo, N. Y.	60	J. W. Bulkley, N. Y.*
Chicago, Ill.	63	John D. Philbrick, Mass.*
Ogdensburg, N. Y.	64	W. H. Wells, Ill.*
Harrisburg, Penn.	65	S. S. Greene, R. I.
Indianapolis, Ind.	66	J. P. Wickersham, Penn.*
Nashville, Tenn.	68	J. M. Gregory, Ill.
Trenton, N. J.	69	L. Van Bokkelen, Md.
Cleveland, O.	70	D. B. Hagar, Mass.
St. Louis, Mo.	71	J. L. Pickard, Iowa.
Boston, Mass.	72	E. E. White, Ohio.
Elmira, N. Y.	73	B. G. Northrop, Conn.
Detroit, Mich.	74	S. H. White, Ill.*
Minneapolis, Minn.	75	W. T. Harris, Mo.
Baltimore, Md.	76	W. F. Phelps, Minn.
Louisville, Ky.	77	M. A. Newell, Md.*
Philadelphia, Penn.	79	John Hancock, Ohio.*
Chautauqua, N. Y.	80	J. O. Wilson, D. C.
Atlanta, Ga.	81	Jas. H. Smart, Ind.
Saratoga Spa, N. Y.	82	Gustavus Orr, Ga.*
Saratoga Spa, N. Y.	83	Eli T. Tappan, Ohio.
Madison, Wis.	84	Thos. W. Bicknell, Mass.
Saratoga Spa, N. Y.	85	F. L. Soldan, Mo.
Topeka, Kan.	86	N. A. Calkins, N. Y.
Chicago, Ill.	87	W. E. Sheldon, Mass.
San Francisco, Cal.	88	Aaron Gove, Colo.
Nashville, Tenn.	89	A. P. Marble, Mass.
St. Paul, Minn.	90	Jas. H. Canfield, Kan.
Toronto, Can.	91	W. R. Garrett, Tenn.
Saratoga Spa, N. Y.	92	E. H. Cook, N. Y.
Chicago, Ill.	93	A. G. Lane, [Intern't'l.]
Asbury Park, N. J.	94	A. G. Lane, Ill.
Denver, Colo.	95	N. M. Butler, N. J.

## SUMMARY.

The work of the association during the nearly four decades of its history exhibits the phases and changes which have marked the period; a period which is seen to be an empirical or experimental one. The spirit of progress and reform in educational methods has inspired the discussions to a large extent, this more apparently during the last third of the period. There is scarcely one of the great subjects that has not been considered by the association.



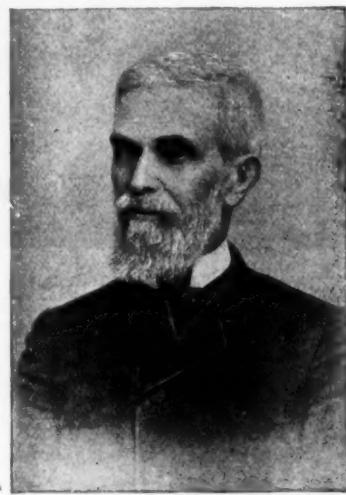
E. ORAM LYTE, Millersville, Penn.  
Vice President National Council of Education.

One of the first of these phases to receive attention was the Oral Method, a method that had never been formally systematized for elementary training. The discussions showed that the teachings of experience were that children cannot be made efficient scholars by the oral or lecture method exclusively. This method has at this time seemed to have fallen into disuse, far

\*Deceased.

too much so, for much valuable instruction may thus be given.

Object teaching came early before the National Educational Association, as it had been introduced into



E. C. HEWITT, Normal, Ill.  
Member Board of Trustees of N. E. A.

many schools and it was seriously discussed, and at times with considerable heat. It met with opposition in spite of what was thought its potent merits. At this time as a specialty it is not advocated, but the use of objects to illustrate principles has been firmly adopted; in fact, all teaching in elementary schools is objective.

The association has always advocated the need of training in normal schools and teachers' institutes; every facility for causing teachers to become better qualified for their responsible work has received hearty endorsement.

Normal and industrial training have had their advocates and their opponents in the association; on the whole these new features are being received with favor. The most thoughtful desire manual training to be considered as an educative agency, and to refer the learning of trades and employments to trade schools. The acquisition of the language of the employments of life may be given in the schools; the art of using tools so as to earn money is beyond their range.

The teaching of drawing and music have been sanctioned.

Science training in the elementary schools is to be encouraged, but not to interfere with the needed training in language which, by common consent, is considered the main thing; it is too easily made into a specialty with technical terms and thus demanding a maturity of mind beyond that found in young children.

The subject of psychology has received much attention, but it will be difficult to show that any valuable results have been reached which were not attained by the study of the old works on mental philosophy. It is conceded, however, that teachers ought to understand the laws which control mind growth as well as the laws of physical culture. The discussions concerning psychology are by no means finished.

The kindergarten has found warm friends and advocates, but it is not deemed yet to have had its true place assigned in the correlation of studies; the harmonizing



MISS LUCY WHEELOCK, Boston, Mass.  
President Kindergarten Department.

of kindergarten and primary teaching is evidently a problem that will yet come up for discussion.

Within the last two years Child Study has received especial attention from many prominent educators. It has not yet aroused the association, but will in future undoubtedly form the subject of many a paper; as yet it seems to be a work outside of the public school systems.



Z. X. SNYDER, President State Normal Schoo', Greeley, Colo., Vice-President Normal Department, N. E. A.

The associations of the business colleges of the country have lately become one of the twelve departments of the National Educational Association; and its proceedings may be looked for in the annual publication made.

For many years the term "The New Education" has been in use; the kindergartners have claimed it as applying to their systems; on examination of the volumes published by the National Educational Association it is quite apparent the term describes those philosophical processes that represent the best discoveries of the eminent teachers of this and other countries. Perhaps it may be said that Col. Parker, in the Cook County normal school has done the most to exemplify in a practical manner what is included in the term "The New Education" as it is understood to-day.



C. C. VAN LIEW, State Normal University, Normal, Ill., Secretary Normal Department, N. E. A.

The later effort has been to attempt some work of a more practical character, and courses of study for high and primary schools have been mapped out, the former by a committee of ten members, the latter by a committee of fifteen. A fund of \$40,000 has been accumulated and the interest put aside for the expenses of these committees.

The funds of the National Educational Association have been handled with scrupulous fidelity; it is doubtful if another corporation can be found which can show

as clean and successful results; its funds are made up of small annual membership fees.

There are many serious questions before the New Educational Association, questions far different than confronted it at its foundation. To solve these it has a membership that look at education far more broadly than its early founders, and it is believed with as pure a devotion to the great interests involved.



## Main Function of the N. E. A.

By W. T. HARRIS.

I have elsewhere described the function of the National Educational Association as the collecting of the experience of all and the distribution of the lessons of that experience to each. But it has had a re-active influence. "Every teacher who has risen in this association to expound his own observations or reflections or to give the results of his experience, has, in the act of doing it, helped himself, first of all, to see more clearly than before the true lesson of his life." In material things what we share with others we lose, to some extent, ourselves, but in spiritual things we increase as we share with others. In spiritual participation there is no division or loss.

There have been presented up to date in the association some six hundred papers in all, discussing all or nearly all the important themes in education. Three or four years ago I counted up the papers under the various subjects and found that there were:



WM. L. BRYAN, Indiana State University at Bloomington, President Child Study Department, N. E. A.

Twenty-one relating to the philosophy of methods.  
Eighty-one to various branches of psychology and the theory of education.

Twenty-nine to the course of study.  
Ten to the peculiarities of graded and ungraded schools.

Twenty-five to musical instruction.  
Ten to natural sciences.  
Forty to the subject of drawing.  
Twenty-four to moral and religious instruction.

But beside these there is a still more important class of papers related to the five parts of the school system, namely:

Twenty-eight on the subject of the kindergarten.  
Twenty-seven on primary work.  
Seventy-five on high schools and colleges.  
Fifty-six on normal schools.  
Forty-five on manual training and technical schools.  
The quality of the papers of the National Educational Association has very much improved in later years. There is less of vagueness and old-fashioned essay writing on such topics as "The Teacher's Mo-

tives," "The Causes of Failure and Success in the Work of the Teacher." We have much less of the goody-goody reflections on the personal character of the teacher.

Again, there has been a tendency to specialize work especially noticeable since the formation of the National Council of Education; in recent years several special departments have been added with a view to stimulate lines of special inquiry. Such are the Herbart Society and the Department of Child-Study. The effect of these departments devoted to special subjects has been to draw to the annual meetings of the association more and more specialists in various departments of education and collateral departments of professional work. The Round-Table discussions have proved helpful, and still more helpful have been the less formal round-table discussions of the specialists collected on the piazza in front of the hotel day and night.

I once estimated the amount of gain received by a member from attending an annual meeting of the association as follows: One-fourth from the suggestions contained in the essays and papers read at the association; one-fourth from listening to the debates and discussions; one-half from the personal conversation with fellow-members at the meeting and from direct personal observation of the delegates from all parts of the country.

Is it saying too much that the National Educational Association is one of the most powerful stimulants to keep the teacher in a condition of development? Teachers, before all others, should keep up their studies and continue their growth throughout life. A crystallized teacher can never excel.

The volumes of the proceedings of the association serve many of the purposes of an educational library. Let one obtain from Mr. Z. Richards, of Washington, D. C., a copy of the history of the association, which contains also an index to its proceedings, classified by the names of persons who have contributed papers, and also subjects, and this statement will be seen to be one that rightly deserves to be made.

U. S. Commissioner of Education, Washington, D. C.

## Report of the Committee of Ten.

### HISTORY.

At the session of the National Council of Education held at Toronto in 1891 the Committee on Secondary Education, of which President James H. Baker, of the State University of Colorado was chairman, presented a carefully elaborated report on "Uniformity in Requirements for Admission to Colleges." Dr. Harris characterized it at the time as "one of the ablest reports ever made to the council." It stirred up a lively discussion. Its purpose was, as President Baker said, "to show that the present condition of affairs [as regards high school curricula] is chaotic, and that it may be improved in many respects." He suggested that a national organization consider the problems involved in the subject of the report. The following recommendation was referred to the committee making the report, with authority to continue the investigation and to call a meeting of representatives of leading educational institutions, at Saratoga in 1892:

"That a committee be appointed by this council to select a dozen universities and colleges and a dozen high and preparatory schools, to be represented in a convention, to consider the problems of secondary and higher education."

Invitations were issued and some thirty delegates responded. A three days' session was held and a plan formulated which was presented to the council by Professor Nicholas Murray Butler, the chairman of the Committee of Conference between Colleges and Secondary Schools. After discussion by the members the council adopted the report in the following form:

#### To the National Council of Education:—

In the opinion of the Conference of Representatives of Colleges and Secondary Schools, called by authority of the council, certain conferences by departments of instruction, of teachers in colleges and secondary schools are desirable. We, therefore, recommend to the council that the following ten persons, namely, President Charles W. Eliot, of Harvard University, Dr. W. T. Harris, commissioner of education, President James B. Angell, of the University of Michigan. Mr. John Tetlow, master of the girls' high school, Boston; President James M. Taylor, of Vassar college; Mr. O. D. Robinson, principal of the Albany, N. Y., high school; President James H. Baker, of the University of Colorado; President R. H. Jesse, of the University of Missouri; Mr. Jas. C. Mackenzie, head master of the Lawrenceville, N. J., school, and Professor Henry C. King, of Oberlin college, be designated as an executive committee, with full power to call

and arrange for such conferences during the academic year 1892-3; that the results of the conferences be reported to said executive committee for such action as they may deem appropriate; and that the executive committee be requested to report fully concerning their action to the council.

We recommend, further, that the council ask the directors of the National Educational Association to authorize the payment of the necessary expenses of the conference, and that they set apart out of the income and current funds of the present year the sum of twenty-five hundred dollars, which sum shall be available so far as may be necessary to carry on the work of the committee, and shall be disbursed by the trustees of the National Educational Association on vouchers signed by the chairman of the executive committee herein recommended.

Re-pectfully submitted on behalf of the conference.

NICHOLAS MURRAY BUTLER,  
Chairman of Committee.

July 9, 1892.

The Committee of Ten thus appointed and charged with the duty of investigating the problem of high school studies held their first session in New York city in November, 1893. The committee arranged for nine sub-committees or conferences, each to consider a principal subject of high school courses, and submitted to them definite inquiries. Each conference was composed of the prominent instructors in the particular subject assigned. The inquiries covered such points as place of beginning the study, time to be given, selection of topics, advisability of difference in treatment for pupils going to college and for those who finish with the high school methods, etc.

At the second meeting of the committee held in November, 1893, the various conferences presented their reports together with a summary of the recommendations. Several revisions were made, and in December, 1893, the Report of the Committee of Ten was put into final form. Dr. Harris laid before the committee a proposition of the U. S. bureau offering to print and distribute, *free*, 30,000 copies of this report, provided the plates owned by the N. E. A. should be loaned for that purpose. This offer was accepted and within six months from the day of publication 27,000 copies were distributed. It was evident that the number the bureau of education promised to supply would not be sufficient to meet the demand, and steps were taken to have another edition printed. Arrangements were made with the American Book Company to publish this edition, improved by the addition of an index and a table of contents (prepared by Dr. Calkins); the N. E. A. holding the copyright. The publishers pay a royalty of five cents per copy of this copyrighted edition, and this is credited to the "Emergency Fund" of the N. E. A., from which the expense for the plates had been paid.

### SUMMARY OF RECOMMENDATIONS.

In the "Review of the Report of the Committee of Ten" presented to the National Council of Education at the meeting at Asbury Park, last year, President Baker gives the following summary of recommendations, most of which, he believes, should be heartily indorsed:

1. That work in many secondary school studies should be begun earlier.
2. That each subject should be made to help every other, as, for example, history should contribute to the study of English, and natural history should be correlated with language, drawing, literature, and geography.
3. That every subject should be taught in the same way, whether in preparation for college or as part of a finishing course.
4. That more highly trained teachers are needed, especially for subjects that are receiving increased attention, as the various sciences and history.
5. That in all scientific subjects, laboratory work should be extended and improved.
6. That for some studies special instructors should be employed to guide the work of teachers in elementary and secondary schools.
7. That all pupils should pursue a given subject in the same way and to the same extent as long as they study it at all.
8. That every study should be made a serious subject of instruction, and should cultivate the pupil's powers of observation, memory, expression and reasoning.
9. That the choice between the classical course and the Latin-scientific course should be postponed as long as possible, until the taste and power of the pupil have been tested and he has been able to determine his future aim.
10. That twenty periods per week should be adopted as the standard, providing that five of these periods be given to unprepared work.
11. That parallel programs should be identical in as many of their parts as possible.
12. That drawing should be largely employed in connection with most of the studies.
13. The omission of industrial and commercial subjects. This is mentioned without comment.
14. That more field work should be required for certain sciences.
15. The desirability of uniformity. Not definitely recommended in the report.
16. That the function of the high schools should be to prepare for the duties of life as well as to fit for college.
17. That colleges and scientific schools should accept any one of the courses of study as preparation for admission.
18. That a good course in English should be required of all pupils entering college.
19. That many teachers should employ various means for better preparation, such as summer schools, special courses of instruction given by college professors, and instruction of school superintendents, principals of high schools, or specially equipped teachers.
20. That the colleges should take a larger interest in secondary and elementary schools.
21. That technological and professional schools should require for admission a complete secondary school education.
22. That each study pursued should be given continuous time adequate to securing from it good results.

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The points of the report which President Baker questioned are as follows:

1. That Latin should be begun much earlier than now. (This is a conference recommendation.)
2. That English should be given as much time as Latin. (Conference recommendation.)
3. The large number of science subjects recommended, with loss of adequate time for each.
4. The omission of a careful analysis of the value of each subject, absolute and relative, preparatory to tabulating courses.
5. The apparent implication that the multiplying of courses is advisable.
6. The implications that the choice of subjects by the pupils may be a matter of comparative indifference,—the doctrine of equivalence of studies.
7. Some parts of the model programs made by the committee.

### Committee of Fifteen.

It was to be expected that the investigations into high school courses of study would give rise to the wish to have a committee of competent educationists appointed to consider the question of elementary school studies. At last year's meeting of the National Council of Education, at Asbury Park, Dr. Mowry gave expression to the thought and urged that the best men and women should be engaged for this work. It evidently was not generally known that a committee on elementary education had already been organized by the Department of Superintendence, which having two meetings a year had seized the opportunity to get ahead of the Council. It was at the Boston meeting, in February, 1894, when the superintendents adopted the following resolutions on motion of Supt. Maxwell, of Brooklyn:

*Resolved.* That a Committee of Ten be appointed by the Committee on Nomination, to investigate the organization of school systems, the coordination of studies in primary and grammar schools, and the training of teachers, with power to organize sub-conferences on such sub-divisions of these subjects as may seem appropriate, and to report the results of their investigations and deliberations at the next meeting of the Department of Superintendence.

Application was made to the board of directors of the N. E. A. for an appropriation of \$2500. The following Committee of Ten was then appointed: Supt. William H. Maxwell, of Brooklyn, N. Y., *chairman*; Dr. W. T. Harris, U. S. commissioner of education; Supt. T. M. Balliet, of Springfield, Mass.; Supt. N. C. Dougherty, of Peoria, Ill.; Supt. W. B. Powell, of Washington, D. C.; Supt. H. S. Tarbell, of Providence, R. I.; Supt. L. N. Jones, then of Indianapolis, now of Cleveland; Supt. J. M. Greenwood, of Kansas City, Mo.; State Supt. A. B. Poland, of New Jersey; Supt. Edward Brooks, of Philadelphia. On motion of Mr. Maxwell the four members of the nominating committee were added to the Committee of Ten. This brought in Dr. A. S. Draper, then superintendent of the schools of Cleveland, at present president of the University of Illinois; Supt. E. P. Seaver, of Boston, Mass.; Supt. A. G. Lane, of Chicago, Ill.; and Supt. Chas. B. Gilbert, of St. Paul, Minn. Later another valuable addition was made by choosing as fifteenth member Supt. O. N. Cooper, of Galveston, Texas.

There was considerable comment in some quarters when it became known that a committee had been appointed to consider elementary school affairs composed mainly of city school superintendents, the only exceptions being one commissioner, Dr. Harris whose pedagogic advice is ever in demand, and State Supt. Poland, who is an excellent executive officer and has given much thought to the organization of school systems. Not one woman was put on the committee, though the vast majority of teachers whose work was to be made the subject of specific inquiry was then, as it is now, women. Here the superintendents had made a mistake, no doubt, but then in the appointment of the Committee of Ten also the women were slighted.

When the Fifteen began their work three sub committees were organized: one on the Training of Teachers; one on the Correlation of Studies in Elementary Education; and one on the Organization of City School Systems. With the appointment of these special committees the Committee of Fifteen in reality dissolved. There were now three committees, each conducting its investigations independently of the others. Still the reports presented by these committees are combined in one volume which, probably for the sake of convenience, bears the title "Report of the Committee of Fifteen."

The plan pursued by the "Fifteen" in their work was to decide upon certain questions to be investigated, and to send these to teachers who could give valuable advice. THE JOURNAL published these questions at the time. Many teachers became interested and sent replies. The set of answers received by the Committee from Miss Emily G. Bridgman was declared by a member to be among the most excellent. Below are printed the questions questions by the sub-committee on the Correlation of Studies, followed by some of the answers sent by Miss Bridgman.

[The completed reports were submitted to the Department of Superintendence at the memorable meeting held at Cleveland, February 19-21, 1895. A full account of the proceedings was published in THE JOURNAL of March 9 and March 16. The re-

commendations made by the committees also have been discussed in full in THE JOURNALS of March 2 (p. 215, 217); March 30 (p. 329); April 6 (p. 345); April 13 (p. 377, 378); April 20 (p. 406); May 4 (p. 476); May 11 (p. 497, 499); May 25 (p. 557).]

### National Department of Superintendence.

COMMITTEE OF FIFTEEN—QUESTIONS FOR DISCUSSION.

#### CORRELATION OF STUDIES.

1. Should the elementary course be eight years, and the secondary course four years, as at present? Or, should the elementary course be six years and the secondary course six years?
2. Has each of the grammar school studies—language (including reading, spelling, grammar, composition), mathematics (arithmetic, algebra, plane geometry), geography, history, natural science (botany, zoology, mineralogy), penmanship, drawing, etc., a distinct pedagogical value? If so, what is it?
3. Should other subjects than those enumerated in the second question, such as manual training (including sloyd, sewing, and cooking), physical culture, physics, music, physiology (including the effects of stimulants and narcotics), Latin, or a modern language, be taught in the elementary school course? If so, why?
4. Should the sequence of topics be determined by the logical development of the subject, or by the child's power to apperceive new ideas? Or, to any extent by the evolutionary steps manifested by the race? If so, by the evolution of the race to which the child belongs, or that of the human race?
5. What should be the purpose of attempting a close correlation of studies?
  - (a) To prevent duplication, eliminate non-essentials, and save time and effort?
  - (b) To develop the apperceiving power of the mind?
  - (c) To develop character? A purely ethical purpose?
6. Is it possible on any basis to correlate or unify all the studies of the elementary school?
7. If not, may they be divided into two or more groups, those of each group being correlated?
8. Is there any way of correlating the results of work in all the groups?
9. What should be the length of recitation periods in each year of the elementary school course? What considerations should determine the length?
10. In what year of the course should each of the subjects mentioned in questions 2 and 3 be introduced, if introduced at all?
11. In making a program, should time be assigned for each subject, or only for the groups of subjects suggested in question 7?
12. How many hours a week for how many years should be devoted to each subject, or each group of subjects?
13. What topics may be covered in each subject, or each group of subjects?
14. Should any subject, or group of subjects, be treated differently for pupils who leave school at 12, 13, or 14 years of age, and for those who are going to a high school?
15. Can any description be given of the best method of teaching each subject, or group of subjects, throughout the school course?
16. What considerations should determine the point at which the specialization of the work of teachers should begin?
17. On what principle should the promotion of pupils from grade to grade be determined? Who should make the determination?

#### A SET OF ANSWERS TO THE QUESTIONS PROPOUNDED BY THE COMMITTEE OF FIFTEEN, NATIONAL DEPARTMENT OF SUPERINTENDENCE, ON CORRELATION OF STUDIES.

By "BEE."

#### I.—OMITTED.

#### II.

Language-studies have value in developing power to express properly the knowledge acquired either from observation, from oral instruction, or from book study. They are, of all subjects, the most easily correlated, and should be taught so as to strengthen one another. The disciplinary value of a well-ordered sequence in language-studies is not to be exceeded by any study or group of studies in the curriculum.

Mathematics has disciplinary value in training the reasoning powers, and is the basis of accuracy in scientific investigation. In the use of equations mathematics may be co-ordinated with studies requiring a clear analysis, while the algebraic and geometrical demonstration, leading from the unknown to the known, trains in processes where influences are to be made, opinions to be formed, or judgments to be pronounced. Mathematics ceases to be disciplinary, however, when operations are so familiar as to become mechanical; hence a large part of time given to practice work in mathematics bears results disproportionate to those which may be gained by the same practice in language, which has equal disciplinary value. The chief value in "working examples" is ethical. The training in correctness, truthfulness, order, and accuracy leads to the knowledge that a single misstep in any one of these essentials will result in accumulated error.

Nature-studies have a pedagogical value which has only been recently acknowledged. In former days the child "shut the door upon nature when it first opened the door of the school." Henceforth, the knowledge was to be derived from contemplation of books. It is affirmed that nature studies inculcate sympathy for animals, give acquaintance with the beauties of the physical world, and lead from nature to nature's God.

*Drawing.*—The training of the eye and of the hand—the drill in close observation to secure appearance of form, and in accuracy of measurement to gain facts of form—have a disciplinary effect in other studies.

*Penmanship*—as an art, is but pen drawing; as a factor in

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education it should be taught more frequently in connection with other studies. Both penmanship and drawing suffer from their isolated position in the school course.

To mechanical teachers the value of geography is in its memoriter recitations; lessons are easily set, and "ten thousand useless facts are taught which," says Supt. Bright, "God in his infinite mercy has made it impossible for us to remember."

The study of geography should increase the pupil's interest in the physical world and in human kind; hence he needs plenty of useful information (fact-lore); but facts should be given in order of relative importance, and therefore will differ with the environment of a pupil.

Pupils should be trained to use the reflective powers; they should know not so much the length of rivers as the aspect of soil, climate, slope of land, etc., which has caused their length. Pupils need not be drilled in population of cities, but they may be led to know why certain cities are so populous, and how physical conditions are apt to determine national characteristics. Geography being the outcome of nature study, and leading in turn to history, has been called the study which divides the nature group of subjects from the human nature group.

The study of history is of little value if made but the occasion for memory cramming of dates, battles, and isolated facts. It is one of the studies which grows yearly, hence the subject matter must be condensed into measure of its most potential forces. If stories of universal history, leading to biography of American heroes, may be made to develop the reading habit, history is one of the subjects which may safely be left for pursuit in after life.

### III.

Horace Scudder says that the introduction of any studies into the school course is a compensation for a lack in the home, and that manual training, for instance, would have been absurd at a time when the apprentice system was in vogue, and when boys spent a large part of their time in handling tools. An intelligent conception of the above statement would regulate the emphasis which should be put upon lessons in school cooking, school sewing, school carpentry, etc.

Some educationalists aver that mischief has been wrought by the establishment of Sunday-schools and of kindergartens, because they take a particular kind of training from the home. Of course this objection would not apply to homes so squalid as to offer no opportunity for training of any sort.

Physical culture and music should be taught if only for their ethical value.

Physics and physiology should be taught in elementary schools just so long as instruction can be kept simple and attractive, leaving technicalities for advanced grades.

Latin should not be taught at all until considerable pruning has been done to present course. It need not be omitted because of any fancied difficulty, for if easy text-books and few requirements were the order of the day, the study of Latin and English, side by side, would be of mutual advantage.

### IV.

The sequence of topics should be determined by the child's power to apperceive new ideas in connection with a logical development of the subject.

The "Historic Culture Steps" of the Germans is based on the theory that periods in development of the child show a correspondence to evolution of the human race. The scheme is carried on in German teaching by placing the story or myth at the foundation of a child's education, and then leading up through civil and religious history, to the development of the German Empire. This scheme recognizes the principle of the evolutionary steps manifested by the human race, and its upholders believe that the history of the education of man outlines a method for education of the child.

This doctrine is Herbartian in idea, and cannot easily be adapted to American conditions which are conspicuous by the lack of a national religion, by the absence of a national store of folk-lore and legend (if we except the Indian), and by the presence of the drawbacks consequent to a cosmopolitan people.

The focused ideas of German instruction, viz., the story, the pictorial representation, the explanation by the teacher, and the reproduction by the child, should be fundamental elements in instruction.

### V.

A correlation of studies attains an economy of time and of force on the part of both teacher and pupil. It eliminates non-essentials and strengthens essentials by contrast and comparison. It develops the apperceptive power of the pupil by "grafting new facts upon old experiences," while, at the same time, it preserves and promotes educational unity.

The observation and comparison of facts, the tracing of interdependent facts induces habit of self-help on the part of the pupil. The desire to know and the putting forth of effort in search of the knowable, are important elements in character building.

### VI.

Modern educators seem to disagree upon what shall be the center for all study. If concentration cannot be attained one may,

perhaps, attempt an all around co-ordination. If a unit cannot be made of a term's work the teacher may often make a unit of a day's work, provided she be at liberty to arrange her own program, and can so modify the scope and period of her lessons that they may sustain each other, for unrelated knowledge divides mental effort instead of unifying it.

### VII.

The studies of the elementary school may be divided into two groups. Group I. deals with *acquisition* of knowledge (fact-lore) and it may be sub-divided into: A, Nature-studies; B, human nature studies. Each of these have sub-divisions which admit of correlation. Group II. comprises those studies which give expression to the facts gained by consideration of group I. This expression is given either by arbitrary symbols—as in writing or in drawing, or by forms which resemble facts, as drawing, modeling, and sloyd.

I have seen somewhere a sub-division as follows:

#### NATURE STUDIES.

Physical Forces,  
Chemistry,  
Astronomy,  
Plant or Animal Life,  
Geology,  
Mineralogy,  
Natural History.

#### HUMAN NATURE.

Fable, Myths, Folk Lore,  
Stories of Little Folks,  
Biographies,  
History,  
Literature,  
Civil Government,  
Sociology.

Geography,  
(Forms of Expression),  
Drawing,  
Reading,  
Writing,  
Spelling,  
Composition,  
Manual Training,  
Music.

### VIII.

There seems to be no way of correlating the work in all the groups. A sequence of topics in allied studies, a choice and arrangement of subjects that will accept a simultaneous treatment must aid apperception by giving many points of view of the same unit of thought. The association of groups in parallel courses tends to a harmonious development of each, and to a more or less nearly perfect assimilation of the whole.

### IX.

The attention of young children cannot be long sustained, and primary instruction should be presented in smallest details. Length of recitation period cannot be exactly prescribed, as instruction should cease when interest flags. No child in elementary school can, with profit, be kept longer than forty minutes upon a memory recitation. Studies which call for manual employment may be of longer duration. Considerations which should determine the length of a recitation are: I. Interest in subject manifested by child; II. The relation which the topic bears to other subjects of the day; III. The relation which the lesson bears to portions of the same subject assigned to the class.

### X.

Language (except grammar and composition),	1st year.
Composition (synthesis of sentences earlier),	5th "
Grammar (technical),	7th "
Arithmetic (number work),	1st "
(Concrete examples taken first; abstract as soon as possible. Examples exacting very mature reasoning to be omitted in grades below the high school)	

Algebra (taken slowly. Equation made prominent),	7th year.
Geometry (inventional),	7th "
Provided that time be given for inventive genius to bud. Pupils must be taught "to discover what has already been discovered, to seek what has already been found."	

Geography (observation work),	5th year.
History (narrative, leading to American biography),	4th "
Nature Studies (observation in first year),	4th "
Penmanship,	1st "
Drawing,	1st "
Physiology,	7th-1st half.
Physics,	6th year.
(Simple statements and experiments only.)	
Music,	1st "
(The "algebra" of music may be omitted in grades below high school.)	
Physical Culture,	1st "

### XI.

In the making of programs time should be allowed for groups of subjects only. The teacher may very properly be required to accomplish a certain course in a given time, but should be permitted to arrange her own daily program, that she may co-ordinate such topics as will make a unit of the day's work.

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Very frequently a teacher may be obliged to sacrifice a pet lesson scheme to meet the exigencies of the hour.

Music, drawing, physical training should alternate with book study whenever variety or recreation demands a change in the faculties exercised.

XII.—XIII. omitted.

XV.

Instruction in primary grades requires methods widely different from those in grammar grades.

With young children methods should deal largely with the concrete; the presentation should always lead from the near to the remote; the recitation should consist of doing by imitation, and should result in correct practice.

Advanced teaching should, as soon as permissible, deal with abstract thought. The presentation should be both synthetic and analytic. The practice should yield almost wholly to theory, while reasoning may frequently lead, by demonstration, from the unknown to the known.

Primary classes may with great profit depend entirely upon oral teaching, while, according to White, "the proportion of oral instruction should decrease, and that of book study should increase as pupils advance in their course."

Nature studies with primary and lower grammar grades should center around the object. The aims should be to cultivate observation and the quick perception of beauty in the plant or flower or animal. These to be followed by definitions, reasons, and explanations in maturer years.

Science studies should be taught by such simple experiments as can be reproduced by the children. They ought to be more in the form of play than of tedious lessons and exacting study.

XVI.

In the correlation of studies the elementary school child may be led, by association, contrast, and comparison to see related points in allied subjects, therefore the elementary school should have the "whole" child.

Specialization is opposed to correlation, but, as subjects suffer less by isolation in the high school than in the grammar school, it would seem that the high school is the place for specialization to begin.

When work in any subject reaches a state of fine art, or when a subject is to be pursued in detail, specialization should take hold, because greater perfection in any branch may be attained through instruction by a specialist.

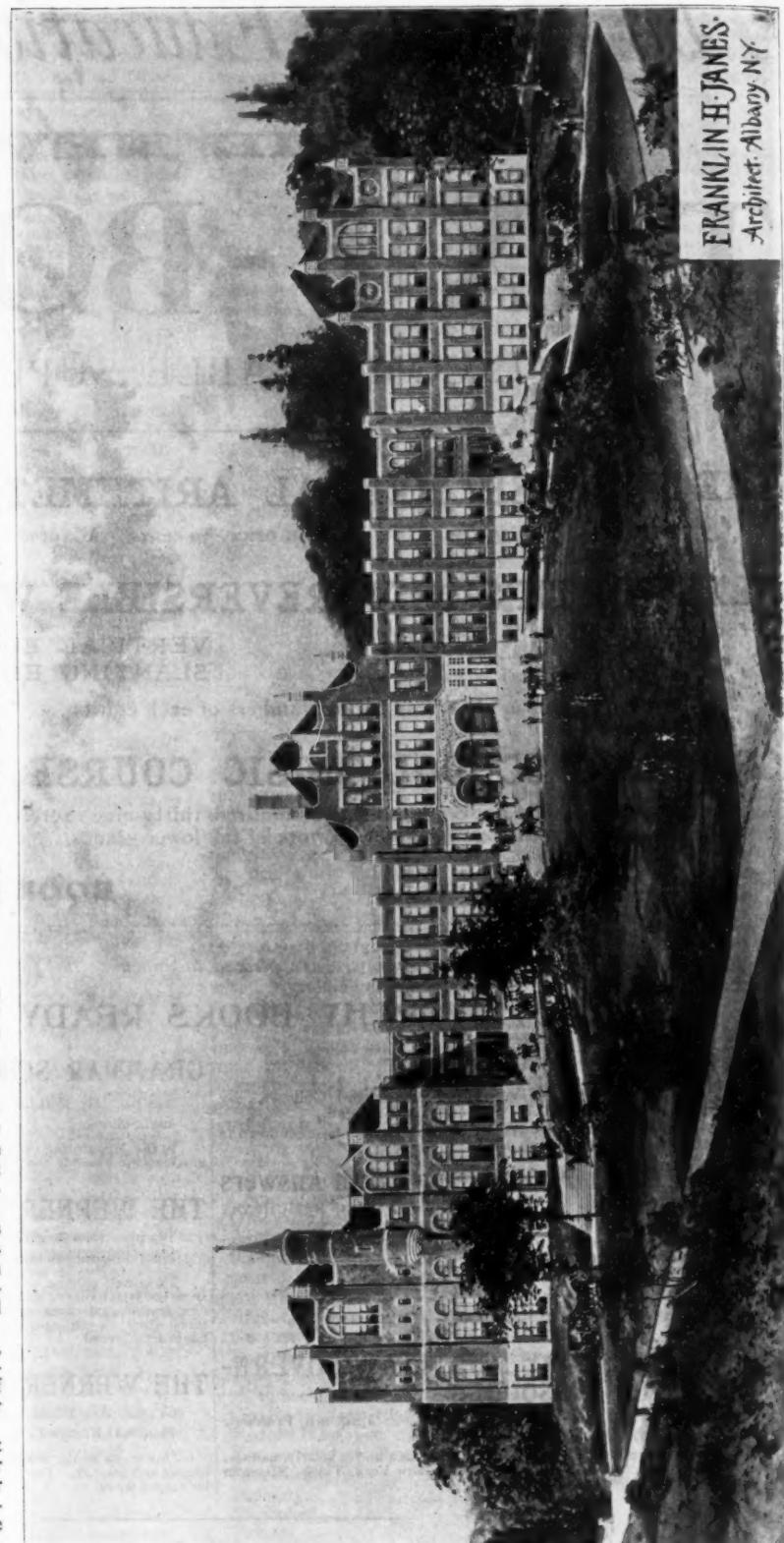
The question first to be decided is, whether any subject in school curriculum need be carried to that degree of perfection or minuteness of detail for which a specialist is required.

Specialists are rarely what Herbart wished them to be; "virtuosos in their own field, yet possessed with a love for the wider activities of other departments." At the same time it must be conceded that there is a rapidly increasing number of "all-around" class teachers.

XVII.

If a teacher's success were not so frequently based upon the results of her class at final examinations, thus rendering her loth to part with creditable pupils, promotions should take place whenever the child is able to do work in advance of his present class.

Pupils who fail to complete the work of the grade in the time allotted would be greatly benefited by reviewing the work with a different teacher, and perhaps with different books. The establishment of different grades at certain points in the course would prove advantageous.



Class teachers are not infallible in the estimate of their own work, and as a requirement for promotion it seems advisable to use, in addition to teacher's estimates, a written test made by some one else.

Examinations, it is true, have been greatly abused, but such abuse has arisen from lack of pedagogical skill, for examinations need not occur at stated periods nor always at close of term.

A written test along the same lines which the teacher has pursued, and conducted by a principal whose supervision has been a guidance and an inspiration would result in improved material for advanced grades.

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## A School Museum as an Educational Laboratory.

By J. FREDERICK HOPKINS.\*

Twenty-five years ago, the state of Massachusetts introduced into her public school system the methods of art instruction of the South Kensington museum schools. In the intervening years, that art movement has taken deep root in our American educational scheme, and broadening as it developed in the fresh atmosphere of the new conditions, has extended its sway until there is not a school room in all this broad land which has not in some way felt its elevating influence. During the past quarter of a century, equal strides have been made in educational thought

The character of a school museum must also depend largely upon the institution which it serves, and on general lines must found its development upon physical, industrial, and artistic basis. In this triple alliance it is the art section which will always furnish the widest influence, and be of the greatest educational value. And nowhere can such an art museum find a greater field for usefulness than in the great institutions which, as champions of modern education, are springing into view in our large cities. The school which has not the means properly to found such a department is unfortunate indeed.

A great deal depends upon the housing and arrangement of an art museum; particularly where, as in connection with a school, it is known at the start that the means and space at its disposal are limited. Primarily, it should be in close touch with the library; and secondly, it should if possible be in as close re-



A BIT OF THE PARTHENON FRIEZE.

and methods. The earlier schools of pedagogy directed the inquiring mind of the child to the dry pages of text-books, which, devoid of good illustrations, were expected to furnish the food to nourish the growing mind. Later the pendulum swung the other way, and educational enthusiasts sent the child to nature, expecting him to base his education on his long-continued observations, and from them to deduce truths and training for his daily guidance. Thus the educational pendulum has vibrated from one extreme to the other until its constantly-shortening arcs have approached a position midway between either extreme—a position which directs the student to objects for interest and observation, and to books for the inspiration and truths derived from the studies of other workers along those lines. The art education transplanted so successfully to New England soil has, in its growth and development, passed through all these educational phases. The early courses of instruction based all work upon the servile rendering of flat copies upon the pages of those early text-books. Gradually, with the advance of educational thought and the introduction of industrial training, has come the steady upward growth which now bases all its effort upon the study of type forms, objects of pleasing proportion, and casts of historic details. This latter movement is big with promise for the introduction of a strong art feeling into our American homes. Public art museums have existed in many of our large cities for a long time; but outside of one or two schools which have been fortunate enough to try the experiment, this demand for logically-arranged collections of art objects, in close co-operation with the work of a school, has yet to be met before the school museum shall exert its powerful uplifting leverage upon the education of the people. The character of such a school museum is, however, very different from the great repositories of material which are the pride of our citizens throughout the land. The

relationship with the art school, for to its halls throughout the year the art students must look for opportunity of drawing from the antique and cast. The museum should if possible occupy a building by itself, through which the art students might pass to reach the library; or if this is impossible, it might wisely occupy the rooms which separate these sister departments. In connection with the museum should be placed a spacious lecture hall; for much of the influence which this department exerts should emanate from the platform.

Much depends upon the disposition of the rooms and the subdivision of the space. A great deal of care should also be given to the planning and grouping of the entrance hall and stairway; for the impressions made by a poorly-planned entrance can never be offset, no matter how carefully the collections may be chosen or arranged. A museum teaches almost as much by its arrangement as by its individual examples. This is particularly true of an art museum, where the student must gain almost all conception of the chronological relation and comparative importance of periods from the proper sequence of rooms and the relative space given to the examples chosen. It is the glorious stairway of the Museum of Art History at Vienna which greets one with worthy promise of the treasures to which it leads; and it is the logical sequence impressed upon the visitor who traverses the rooms of the Albertinum at Dresden, or our Boston museum of fine arts, which makes an impression as valuable as it is lasting. The contents of a school museum of art should be selected with much care, and the fact should be kept ever in mind that, inasmuch as the collections must be limited, nothing but the best and most representative examples should be chosen. The largest share of the money appropriated should be spent for casts and photographs; the next portion should be held for the purchase of a certain number of originals, such as a group of Greek vases, a



PICTURING A PORTION OF THE PANATHENAIC PROCESSION.

popular notion that the museum is a home of curiosities must be dismissed when we consider its function in a school; for there the spirit of the original meaning of the word must hold sway, and the department be truly the home of a Muse—the Genius of Education. The school museum must be considered as a laboratory—extensive, it may be, and occupying many rooms, but a laboratory in as many senses as is a good working library—after which it must to a certain extent pattern. The end and aims of the two are similar, and their methods of administration must be much the same. Moreover, one cannot grow to its fullest development without the other; for what are all the illustrations of the Venus of Melos in comparison with a realization of her grand divinity, and how narrow even that great appreciation of the Greek sculptor's work without the knowledge of contemporary men and events, which only the books of a library can supply!

collection of antique glass, examples of medieval iron work or wood-carving, and a few Barye bronzes. These will absorb considerable money, but will add life, freshness, and value to the collection; and serve to stimulate for all time the efforts of the students who study them. A certain number of examples like the Elkington reproductions of historic metal-work, the copies of the bronzes sent from Naples at the request of Prof. Ives to decorate a room in his art building at Chicago, or a small collection of copies of medieval armor and weapons, should be included to make the scheme complete. The recent extensive purchases of casts by some of our leading public museums, together with the preparation of the large collections sent to our Columbian exposition at Chicago, have wholly altered the conditions of purchasing casts throughout Europe. Once it was a matter of diplomatic correspondence to secure casts from the originals in the great museums abroad. Now, thanks to changed conditions

(CONTINUED ON PAGE 728.)

\*From the *Pratt Institute Monthly*. By permission.

**"Do We Hit the Mark We Aim At?"**

By the author of "Past and Present."

A number of friends were congregated, telling of their experience during their summer vacations. One of the number related the following: Says an Exchange—

"We were all sitting quietly upon the front piazza, just at dusk, when a hunter passing along the road spied an owl sitting upon the roof of the barn. Quickly raising his gun he fired, and almost immediately the barn burst into flames, and in spite of all we could do was consumed, with most of its contents. Indeed we had much difficulty in saving the house. It was supposed that the wadding of the gun had entered the barn door into the hay loft and thus caused the fire."

After the comments aroused by the story had subsided a quiet man who was sitting in the corner asked in a still, small voice, "Did he hit the owl?"

That man had a concentrative mind. The burning of the barn was a secondary consideration, but whether he attained his object or not was the important point of the story to this man. Do you hit what you aim at? That's the question for every teacher to study. Doubtless the hunter's trouble arose from the use of inferior gun wadding which not only caused him to miss the owl, but placed him in a very unfortunate and embarrassing position.

So it is with school supplies. Every conscientious school teacher has the highest aims in his or her mind and knows exactly what is wanted and expected from the scholar. How frequently are they disappointed at the results of their careful and patient instructions! And yet they hardly ever stop to consider that possibly the materials used were not conducive to the best results, and that was the reason the perfection desired and reasonably expected after months of assiduous toil, was not forthcoming.

This is an age of progress; we have seen improved machinery take the place of manual labor; we now travel by a motor power which a few years since was held in mystery and awe. The march of progress has advanced to as great a degree in Educational methods, processes, and materials as in any other profession or industry. There are many (American teachers especially) who deserve great credit for their promptness in breaking away from the old "mouldy" ideas advanced and practiced by bright but unprogressive men and women in the past.

Although there are many who have adopted the "New Education" systems, yet strange as it may seem there are many more who still labor under the disadvantage of antiquated systems, as the old saying goes, "There is no one too old to learn," and I may add, nor is there any one so learned but that he can be taught.

Many of the school supplies (especially in paper line) have been and are being made to allow the retailer a large profit. The consequences are that competition has forced one manufacturer and then another to make his goods just a little lighter in weight or cheaper finish so as to enable him to place his goods in the hands of the dealer at a fraction less than the price asked by another manufacturer. This system has continued among many manufacturers until the average Tablet or Composition Book, etc., is of very inferior material and will not give the satisfaction desired. All live School Boards, Principals, and Teachers appreciate this fact, and many have adopted the plan of supplying the children themselves, which works very satisfactory in nearly all cases which have come under my notice.

Having these facts before them the Acme Stationery & Paper Co. have issued a Reference Book or Price List which contains only the best materials for school work. Being the pioneers of the Tablet manufacturing industry, their long experience enables them to produce the best goods.

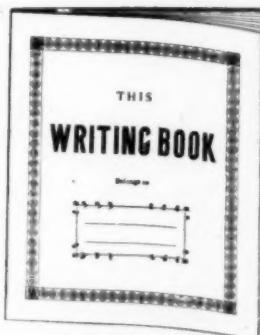
For years the president, Mr. S. I. Knight, has given his personal attention to the School Goods Department and has been instrumental in placing some of the now popular methods into the schools.

Of course the dealer in the town deserves to be patronized, as most probably he is a patron of the school, and at all events is a taxpayer and contributes toward the support of the school.

But if he does not keep the *right* materials and will not order them you must send to headquarters where your order will get every attention, and a liberal discount will be allowed, according to size of order.

In addition to the Reference Book the Acme Stationery & Paper Co. have recently published two little booklets entitled "Past and Present" and "The Gems of the Salon." These with the Reference Book will be sent to any address free upon application. These little booklets are instructive as well as interesting, and for one of them alone it would pay you to send the Acme your address upon a postal-card.

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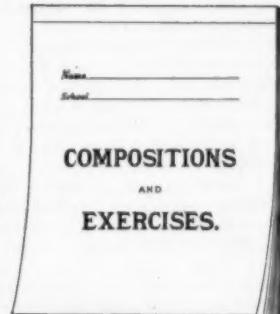
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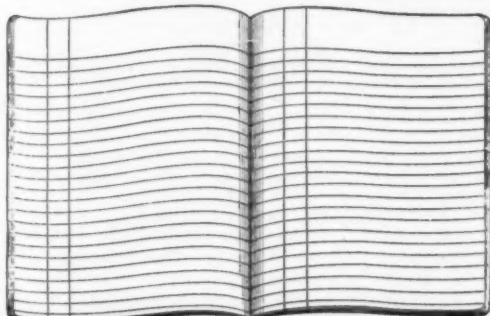
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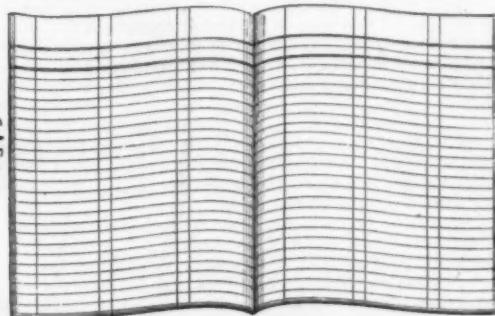
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and a better appreciation of the value to be gained by catering to an American market, one who desires to make up a purchase list for a school museum, meets with comparatively little difficulty. And to aid the schools who do not care to undertake the importation of casts, there are dealers in our great cities who are alive to the demands of our school-room decorators, and who can furnish the best material at small expense. One of the grandest efforts for the furtherance of art education undertaken in this century is the work of Braun, Clément & Co., who are carrying out the scheme which the head of the firm long ago outlined; a plan which will lead to the publishing in an unalterable medium of photographs of all the masterpieces of architecture, sculpture, and painting. It is now possible to cover the walls of school-rooms or stairways with reproductions of these masterpieces.

The grouping and proper display of all art material involves much thought and preparation. Primarily a chronological sequence must be preserved; secondly, the objects should not be crowded; each should receive its due attention, but should also take its proper part in a group illustrating a definite style or period. A few good examples well mounted and placed are worth more than many less carefully arranged. Every object should be so mounted that it may be taken, if desirable, to any part of the institution which the museum serves; where, under proper protection, it may stand as a source of inspiration for the lesson at hand.

The cases used should be dust proof, with large sheets of glass and little wood-work, and should be so arranged that they might be fitted with electric lights from within. Each object should be carefully labeled; for as Prof. Goode, director of our National Museum at Washington, says: "An efficient educational museum may be described as a collection of instructive labels, each illustrated by a well-selected specimen." Good labels add interest to the smallest object, and are of great assistance to the visitor who wishes to gain a general knowledge of the collection, and who does not wish to be obliged to refer constantly to a catalogue. The catalogue is, however, an instrument essential to the best use of the collection; and, for an example of what a museum catalogue should be, we have but to turn to that prepared by Mr. Edward Robinson of the Boston museum of fine arts to accompany the collections of which he has charge. A similar booklet, though perhaps somewhat abridged, should stand as a model of a catalogue for a school museum. Therein the library should cooperate; for, in place of the books and reports cited by Mr. Robinson at the close of his description of each example, the school library might insert a list of books on their shelves, with their call-numbers, wherein further data concerning the examples might be sought. These lists should also find a place on the labels. Such is the practice at the Peabody museum of Salem, Mass., where one may find an extra card attached to many of the specimens, from which one has but to transcribe a series of call numbers in order to secure from the library the best books on the subject illustrated.

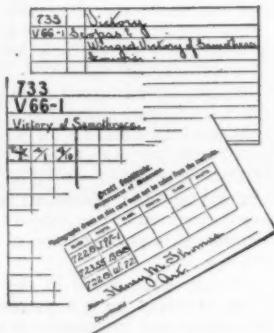
The proper administration of this material for the greatest good of the greatest number, introduces many problems which, while exceedingly important, should perhaps not be extensively dwelt upon in a paper of this character. Some systematic method must be adopted, so that any member of the school can ascertain without difficulty whether there is in the museum any object or group of objects which shall have any bearing upon the daily work in hand. This can be ascertained by the consultation of a card-catalogue, which should indicate two things: First, whether the collection contains a cast, photograph, lantern slide, or reproduction of the object in question; and second, where it may be seen or consulted. Should the object be in use, and its usual place show a vacancy, the department office, like the desk of a library, should contain a record of its travels, and indicate clearly where it might be found.

The direction of such a museum should be in the hands of an experienced teacher, and one thoroughly in sympathy with the aims, scope, and characteristics of the school and the relationship of its different departments. He should bring to the work not only a love for all art material, but a knowledge of art history and museum arrangement born of extended foreign travel. Such a director should not only organize his efforts toward the securing of definite ends, but should be able as well to plan and carry out lecture courses which should bring into the school outside influence in the form of speakers and workers of wide reputation.

The influence of such a museum as has been roughly outlined, would be of untold value in the daily work of a school. In its galleries of casts the students of all art courses would find opportunities for drawing from the antique second only to the chances

presented by the schools in connection with our great public museums. Here the students of architecture might study historic details and make their comparative study of ornament and proportion. What inspiration could be gathered by the students of industrial design from its collection of textiles, metal-work, wood-carving, wrought iron-work, glass, and pottery! What breadth of insight into the world's history can be furnished by the art examples of the centuries as grouped in such a museum! For is it not in man's expression of himself in art that he fully records the trend of his spiritual development? A teacher of history or classical literature is completely at a loss without proper illustrations, and these a school museum should offer. Think of the innumerable illustrations of the poets which can be made vivid and fresh with the use of photographs, casts, and coins! Photographs of classic sites cost little money, but they make the days of Olympian or Attic story as real to our students as the scenes and events of daily life. It is the work of Phidias and his brother artists, sculptured in temple frieze or crystallized in marble gods and goddesses, which revive for us the civic and religious life of the Greeks. Though more than twenty centuries have rolled between, we seem to stand in touch with them again when thus brought face to face with the warmth of their artistic expression. It is to the coin and portrait busts of the Romans that we must go for an idea of their energetic personality; and whole volumes of history may be made real and vivid by thoughtful study in these sections of a museum. To the student of the throes and upheavals which at last broke through the darkness of the Middle Ages, much may be told by the monuments of this historic period. What a flood of light is thrown upon the time of the great revival of learning and the religious impetus of the times by the contemplation of casts and photographs which illustrate the great era of the cathedral-builders! The day will come when our students will be directed in the study of the history of nations by the contemplation of their architecture, and painting and the statues of their great men. The period when a nation's record was written in the blood of her battlefields has almost passed away; and may not the school museum help to hasten the dawning of the brighter days?

In these days when our cities are extending their great museums, and associations, or private individuals are founding



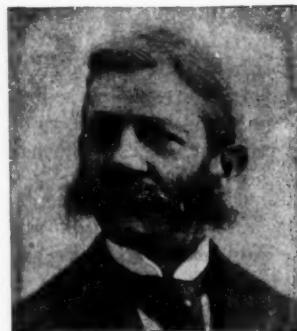
A Series of the Blanks and Cards in use by the Pratt Institute Museum are illustrated in reduced form. They will be recognized as adaptations of similar forms long in use in libraries.



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large collections, the opportunity presented for the establishment of a typical school museum, from which many other schools might copy, must not be neglected. It does not matter whether the greater museum is established or not; efforts upon the part of the school or university must never cease. It has a duty to perform to its students; and in the minds of those students of the public schools who may later enter its doors, it should endeavor to sow seed which will later bring its full fruition within the walls of the higher school. Its museum should shed its light into the darker portions of the city, illuminating and making bright, as only art influence can, the pathway of its students who turn aside to do mission work therein. To the artisans of the city it has an equal duty; and much good may be done, in a way, to react upon the support of its evening schools. Every great school desires to secure the appreciation, support, and co-operation of the great thinking public. From the nature of its organization it is the museum which next to the library is best adapted to extend the welcoming hand of the school, and attract and hold by its frequent exhibitions the attention and interest of the residents of the city wherein it may be located.

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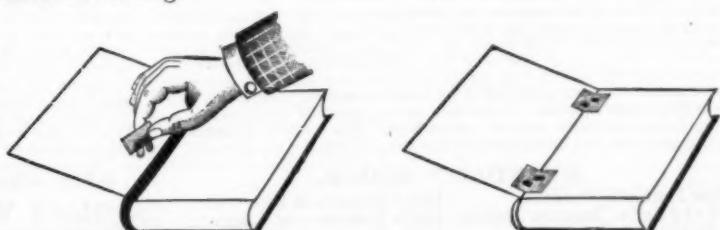
This System is now permanently adopted by OVER 500 SCHOOL BOARDS, including large cities like Pittsburg, Allegheny, Erie, Reading, Harrisburg, Scranton, Wilkes Barre, New Castle, Chester, Hazelton, Lancaster, Carbondale, Shamokin, Pa.; New Brunswick, Jersey City, Plainfield, N. J.; Bangor, Augusta, Biddeford, Saco, Maine; Concord, Manchester, Nashua, Portsmouth, N. H.; Providence, R. I.; Hartford, Conn.; Worcester, Springfield, Lowell, Salem, New Bedford, Chelsea, Lynn, Fall River, Taunton, Mass.; Duluth, Winona, Minn.; Toledo, Tiffin, O.; Buffalo, Ithaca, Syracuse, N. Y.; and over 400 other School Boards.

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M. C. HOLDEN, Secretary.

## Editorial Notes.

In each of these twenty-five "Annuals" which have been placed before the public the aim has been to reflect the condition of education as faithfully as possible. In the first numbers the main idea was to enlarge the advertising area; later on the idea was to diffuse at summer gatherings a better conception of education; in these immediate years the presentation of important themes has been followed. These Annuals, therefore, have a mission of their own. The Annuals of '93 and '94 have been pronounced the most attractive works of their kind ever issued.

The advertising pages of this Annual will be found to contain the most noted factors in all kinds of school materials; books, apparatus, furniture, maps, charts, pens, pencils, blackboards, diplomas, typewriters, lanterns, schools, summer schools, school bureaus; in addition first-class advertisements of most of the widely advertised materials of the day, as bicycles, medicines, soaps, perfumes, railroads; notable dry goods houses are represented. All these have a definite relation to the world that reads THE SCHOOL JOURNAL.

It is stated that serious changes will occur in the program of the N. E. A. This might be expected; the makers of summer programs learn to bear disappointments. But how are the members of the N. E. A. and the teachers to know of these changes? It would seem that the educational journals should be informed, in order that they may give out the news. Not a word

has come to THE JOURNAL office from President Butler. Is not this clearly in the line of his duty? Is there to be another Bulletin sent out?

THE JOURNAL has been remembered by its friends; busy as they must be at this season, they have found time to send programs of the closing exercises that mark the end of a year of hard work, from normal schools and academies and high schools; from rural schools where the scent of clover blossoms are wafted in the windows; from the city schools where the perfume of hot-house roses loads the air. How beautiful many of these! An especially dainty one from Jasper, Fla.; another with pressed flowers from the Indian territory; another—but the list would be a long one. O friends, with bands of earnest, lustrous-eyed boys and girls hand in hand with you, clambering up the steeps of Parnassus, we send you our warmest wishes; who has better served his country and his God than you?

Those who are getting up a state association will thank us for suggesting these subjects; they have not been discussed more than a thousand times; some of them are well calculated to help the young and inexperienced teacher—*wish she had staid at home*: Is teaching a profession? Importance of character; Relation of the college to the public school; Woman as an educator; Defects in our system; Individuality in class teaching; Importance of grammar; The model teacher; The model superintendent; Music in the school; The need of the training of teachers.

There are hundreds more that can be suggested—and

## NEW AND IMPROVED TEXT-BOOKS.

In addition to our large and valuable list of Standard School Books, we shall offer to the educational public more new and improved text-books for the coming season, we believe, than have ever before been published by any one firm in a single year.

NOW READY.

### Sheldon's Language Lessons.

(In Two Books, which Completely Cover the Subject.)

#### PRIMARY LANGUAGE LESSONS.

#### ADVANCED LANGUAGE LESSONS, Grammar and Composition.

In these two books the advantages of the Language Lesson plan and Grammar are most happily combined. By means of Review Exercises, what has been learned on the Language Lesson plan is plainly and definitely stated and enforced on the lines of pure technical grammar. It is believed that no language books have ever been published which have met with such unqualified approval as have these books.

READY IN JULY.

### Sheldon's Vertical Copy Books. 10 Nos.

Nothing so fine has been attempted in any other series of Vertical copies. Most of the others use the same methods in vertical and oblique writing, and their copies are drawn with painful accuracy. The copies in Sheldon's Vertical Series are in every case reproductions of actual writing. They are all new and fresh, were written expressly for this Series, and will give the best results from the use of the Vertical system.

The very complete exercises, in form and movement, constitute a leading feature of this series. Every new letter is carefully drawn so that the pupil may have before him the correct form. The essential movement is then presented and directions for abundant side practice are given.

#### STANDARD BOOKS.

New Franklin Readers.  
Sheldon's Modern School Readers.  
Sheldon's Arithmetic, Two Books.  
Stoddard's New Intellectual Arithmetic.  
Modern Spelling Book.  
Scudder's U. S. History.  
In Two Books.  
Hill's Rhetoric and Logic, etc.  
Hill's Elements of Rhetoric and Composition. New Edition.

Hill's Science of Rhetoric.  
Hill's Elements of Logic.  
Hill's Elements of Psychology.  
Chapin's First Principles in Political Economy.  
Haven's Mental Philosophy.  
New Edition.  
Wayland's Chapin's Political Economy.  
Shaw's New History of English and American Literature.

READY IN JUNE.

### New Franklin Arithmetics.

Two new books by EDWIN P. SEEVER and GEORGE A. WALTON, the authors of the popular Franklin Arithmetics. Teachers will welcome these books which are entirely new and "up-to-date." The whole subject of Arithmetic is treated in a fresh and vivid style which will captivate both teacher and pupil.

### Sheldon's Standard Copy Books. 10 Nos.

These new books when published will be conceded by every one to be the handsomest copy books (with oblique writing) ever presented to the public. Each book of the series will be a gem. The series will form a carefully graded and progressive course, which will be complete in every particular.

READY IN AUGUST.

### Avery's School Physics.

A new work by the well-known ELROY M. AVERY, Ph.D., whose works on the sciences have become the leading text-books throughout the country. Dr. Avery's "Elements of Natural Philosophy" has been, and is now, the most successful work on the subject. The new book has been written in the light of present scientific knowledge. All principles are stated in definite and exact language and the illustrative experiments are numerous and well chosen. Suggestions for laboratory work have been introduced throughout the book, and this new feature will be highly appreciated by teachers who have facilities for doing this line of work. No teacher who desires to be "up with the times" should fail to examine this text-book.

#### NEW EDITIONS OF STANDARD BOOKS.

### Sheldon's Word Studies.

Probably the most popular book of its kind. A new set of plates has been made, and with new script and new binding, but with unchanged matter, the book will continue its remarkably successful career.

NOW READY.

### Patterson's Common School Speller.

This Spelling-Book has taken its place at the front of similar text-books, and a new set of electrotype plates has become necessary. With new script and in an elegant dress, its great popularity will long be maintained.

Send for Circulars.

**SHELDON & COMPANY, New York, Boston, Chicago.**

that will be quite as serviceable to serve to hang all sorts of thoughts on. Whether if a body of teachers should meet daily for a year and be fed from this diet they would be any better off at the end of the time, is a question. Keep the old mill going, however; it looks well.

It was well said by President Schurman, of Cornell, in his address to the graduates, that the aims they cherished would determine their lives:

"The modern psychologist tells us that ideals have motor power. They tend to actualize themselves. The conceptions and desires of the heart pass into flesh and blood and make incarnate destiny. Imagine noble things for yourself and you will achieve them, and the achievement will ennoble you. No man can live in the seen and the temporal if he does not have a discernment of its foundations in the eternal."

It has been often pointed out in these pages that the pupil in every school must have aims; the object the teacher will put above all acquisition and will be the aim. What is the aim of your pupils?

The clapping of a "copyright" on the "fifteen report," while done to boom the *Educational Review* is an outgrowth of the vicious system of *ignoring the educational journals* of the country pursued by the N. E. A. The editors of the *Review*, seeing and feeling this, proposed to do something to show that the educational journal was something after all, and got the "fifteen report" exclusively into its pages. Shall this vicious system con-

tinue? Shall the educational journals, publishing 250,000 or more copies each month, continue to be ignored? The parties to blame are the N. E. A. and the educational journals themselves; the last are the most to blame, for they have stood silent and allowed themselves to be ignored. It is high time they took action, and the signs are that they will do something this year. If the N. E. A. wants to prosper it must return to its old practice; in its early days the journals were the means by which it was built up; they are the means by which it will continue in prosperity.



CHILD STUDY. By a *Fliegende Blätter* artist.  
The Fire Brigade in the Nursery.

## A Current-Metre in the Gulf Stream

Shows the direction in which the flood is setting. Read Herbart and his ideas of correlation to see whether or not you are abreast of the flood of modern educational opinion. The seventy-five volumes of our **Pedagogical Library** contain the choicest works of Herbart, Compayré, Lange, Lindner, Froebel, Pestalozzi, Rousseau, Richter, Radestock, Peabody, Rosmini, Hall, De Garmo, and other educators of eminence. They contain also the most comprehensive collection of *Herbartian Literature* published.

You need not break up nor materially modify your regular work to introduce many essential features of *Manual Training*. Thompson's *Drawing* is practical, industrial, and artistic. Whittaker's *How to Use Woodworking Tools* will keep that mischievous boy busy at work. Johnson's *Needlework at School* is the best exercise for "stupid" days. Woodward's *The Manual Training School*, a complete handbook.

*Keep Evil Literature Out by Creating a Desire for the Good.* You have a choice from thirty or more books in our Graded Supplementary Reading. *The Heart of Oak Books*—six numbers, for all grades,

are drawn from the best classical literature. Wright's **Seaside and Wayside**—all grades. "They have the fascination of a fairy tale" says an eminent primary teacher. Bass's **Nature Stories**—for lower grades, two books. "My class has read it through three times; in my twenty years of teaching I have not seen its equal," writes a well-known primary teacher. Nearly ready—DeFoe's **Robinson Crusoe** and Irving's **Dolph Heyliger**. For the grammar and high school grades—Dole's **The American Citizen** and Wilson's **The State**, two books whose object is citizenship. Thomas's **History of the United States**—a history of a people and a nation. Its arrangement is simple: "What" followed by "Why."

### Walsh's Arithmetics. Parts I. II. and III.

meet every requirement of the Committee of Ten, and contain the elements of Algebra, Geometry, and Mensuration. Note the author's demonstration of the surface of a sphere. There is many a graduate who could not demonstrate that  $\text{Surf} = 4\pi R^2$ , but a pupil seven years old will understand and remember Mr. Walsh's demonstration. Nearly 8000 examples including 1000 from actual examination papers.

**ELEMENTARY SCIENCE?** Yes, plenty of it for Kindergarten, School, and College. Here is a list that will pay you to investigate: Shepard's **Chemistry**, Chute's **Physics**, Spalding's **Botany**, Boyer's **Biology**, Colton's **Zoology**, Clark's **Microscopy**, Whiting's **Physical Measurements**. Every one of these is a *laboratory manual*; the pupil, not the teacher, performs the experimental work. Every one is so carefully planned that an ordinary pupil can follow the course with little or no assistance. For Grammar School grades Bailey's **Ind-**

**ductive Physics** and Phenix's **Chemistry** have no equals. Laboratory work tells. **DESK WORK ALSO TELLS.** That is why Hyde's **Language Lessons** and **Grammars** succeed. They are laboratory manuals from beginning to end. The pupil learns to write his mother tongue by writing it—no disappointing results in using these books. They have just been readopted for another four years in West Virginia, and the whole series has just been taken in Baltimore. Once in use Hyde's Language Lessons stay. They accomplish all that is claimed for them.

To project and draw a map that shall be as consistent as a sailing chart is easier than to fit the outlines of a country around a box diagram. The latter is a slipshod acknowledgment of ignorance. Redway's **Map Drawing and Sand Modeling** shows the way professional draughtsmen do their work. There is nothing difficult about it. In the meantime, glance at Trotter's **Lessons in the New Geography**.

With Heath's **Progressive Outline Maps** your pupils can "edit" all sorts of geographical and historical matter. The Committee of Ten recommend the use of just such maps as these for all purposes in which

the distribution of features is to be shown. **Haaren's Writing Books** for a good business hand. **D. C. Heath & Co.'s Vertical Writing** for ease and legibility.

The political superintendent is as well-known as a rhinoceros; he forms a separate class. He has taken his place for the money there is in it, he does not expect to do any good. One such was found holding this office, by a college classmate, who could not conceal his surprise. "Why, what are you doing here?" was his greeting. "Drawing my pay to be sure," was the reply, which was the exact truth. How is this brought about? Why are educators passed by, and why are men selected who have no definite knowledge of, or sympathy with, childhood? It is the result of our wonderful American system which allows political bosses to pick out the superintendents. There is a redeeming feature—the bosses are not so powerful as they once were; in some towns they are ignored altogether.

THE JOURNAL has a clientele peculiarly its own. Its long activity in the field—never abated; its comprehension of the questions at issue; its large circle of devoted friends; its enterprise—all these have made it a paper that superintendents, principals, and advancing teachers as much think of having as they do a certificate.

As to educational news, it represents the entire field; every important movement is exhibited. During the past year every new building prepared anywhere for school purposes has been noted—its cost and often the plans given.

As to educational discussion—it grasps the questions before the public and gives the best thought pertaining to them. It notes the most active and intelligent workers, often giving a portrait, so that one may know

what is being done, and also who is doing it.

The department of Methods became so extensive that it was found best to make THE TEACHERS' INSTITUTE the repository of materials for direct school-room purposes; that is, really an educational magazine of the highest character.



NATURE STUDY. I.  
Trials of a South African Laundress.

# HOUGHTON, MIFFLIN & CO.,

THE BEST LITERATURE FOR ALL GRADES OF SCHOOLS.

**RIVERSIDE INSTRUCTION FRAME.** For Teaching Reading and Writing in Primary Schools. Designed by I. F. HALL. Equipped with two sizes of Outline Language Pictures; Pictures of Objects; Script and Printed Sentences and Words; A Displaying Holder. Price, \$10.00, express or freight prepaid.

**THE RIVERSIDE PRIMER AND READER.** 16mo, 202 pages. In strong paper covers, with cloth back, 25 cents; in strong cloth binding, 30 cents.

**A Stepping Stone to The Riverside Literature Series.** All who are interested in primary education are invited to send to the publishers for a circular which describes the book in detail.

**THE RIVERSIDE LITERATURE SERIES.** Over Ninety 15-cent Reading Books, with Introductions, Notes, and Historical and Biographical Sketches; containing in an unabridged form some of the most interesting and instructive masterpieces of the most famous authors of America and England. Each regular single number, in paper covers, 16mo, 15 cents, net; in linen covers, 25 cents, net; double numbers, in paper covers, 30 cents, net; in linen covers, 40 cents, net; triple numbers, in linen covers 45 cents, net; and 50 cents, net.

**THE RIVERSIDE SONG BOOK.** Containing 220 Classic American Poems set to Standard Music. In strong paper covers, with cloth back, 30 cents; in boards, 40 cents.

**AMERICAN POEMS.** Selected from the Works of Longfellow, Whittier, Bryant, Holmes, Lowell, and Emerson. Edited by HORACE E. SCUDDER. With Biographical Sketches and Notes. Revised edition from new plates. 12mo, \$1.00, net.

**AMERICAN PROSE.** Complete selections from the Writings of Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau and

Emerson. Edited by HORACE E. SCUDDER. With Introduction and Notes. 12mo, \$1.00, net. Revised and Enlarged Edition from new plates.

**MASTERPIECES OF AMERICAN LITERATURE.** Complete Prose and Poetical Selections from the Works of Franklin, Irving, Bryant, Webster, Everett, Longfellow, Hawthorne, Whittier, Emerson, Holmes, Lowell, Thoreau, and O'Reilly. With Portrait and Biographical Sketch of each Author. Adapted for use in Grammar Schools, High Schools and Academies as a Reading Book and as a Text-Book in American Literature. 12mo, \$1.00, net.

**MASTERPIECES OF BRITISH LITERATURE.** Complete Prose and Poetical Selections from the Works of Ruskin, Macaulay, Dr. John Brown, Tennyson, Dickens, Wordsworth, Burns, Lamb, Coleridge, Cowper, Gray, Addison and Steele, Milton, Byron, and Bacon. With a Portrait and Biographical Sketch of each author. Adapted for use in Grammar Schools, High schools and Academies as a Reading Book and as a Text-Book in English Literature. 12mo, \$1.00, net.

**STUDENTS' SERIES OF STANDARD POETRY.** For Schools and Colleges. (Uniform with Rolfe's Shakespeare.) Edited by W. J. ROLFE, Litt.D. A carefully Revised Text; Copious Explanatory and Critical Notes; Numerous Illustrations. All are equally suited to the use of the student and of the general reader. They should have a place in every library, public or private. Each volume, 75 cents; to teachers, 55 cts.

1. Scott's *Lady of the Lake*.
2. Scott's *Marmion*.
3. Tennyson's *Princess*.
4. Select Poems of Tennyson.
5. *In Memoriam*.
6. Byron's *Childe Harold*.
7. Scott's *Lay of Last Minstrel*.
8. Tennyson's *Enoch Arden and Other Poems*.
9. William Morris's *Atalanta's Race*, etc.

**MODERN CLASSICS.** A School Library for \$11.56. Thirty-four volumes, neatly bound in cloth, averaging 310 pages. A sample volume will be sent to any address by the publishers on receipt of 40 cents.

Descriptive circulars of the books mentioned above, and of many other books suitable for school, college, and library use will be sent to any address on application. Correspondence solicited.

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**HOUGHTON, MIFFLIN, AND COMPANY,**  
4 Park St., BOSTON. 11 East 17th St., NEW YORK. 158 Adams St., CHICAGO.

Most of the important educational gatherings which take place in the next few weeks will be attended by representatives of THE JOURNAL. Mr. Anios M. Kellogg will be present at the New York University Convocation at Albany, the New York State Teachers' Association at Syracuse, and several other meetings held in the East, and will probably visit also several of the leading summer schools in New York and New England. Mr. Ossian H. Lang goes to Denver and hopes to meet many readers of THE JOURNAL and EDUCATIONAL FOUNDATIONS. After the N. E. A. meeting he expects to pay a brief visit to Colorado normal schools and the summer school at Colorado Springs, which, by the way, has a remarkably strong faculty. The well-known summer school of the Cook County normal will also be attended by him, and if time permits, other centers of educational activity along the route will be visited. A large number of the other large teachers' conventions will be attended by special correspondents of THE JOURNAL. Full reports of the doings of these gatherings will be published, giving our readers a bird's-eye view of the trend of educational activity in the various sections of this country.

Meanwhile there will be no interruption in the publication of THE JOURNAL. Preparations have been made to render the four numbers following the present one, and before THE JOURNAL takes its two weeks' vacation, just as valuable, if not more so, than any that have been published this year. After vacation the whole editorial force will be at home again and work with renewed zeal

to make each issue of THE JOURNAL solidly helpful for all superintendents, principals, school boards, leading teachers, and all friends of the schools who want to keep abreast of the times in educational matters.

The fiftieth volume of THE JOURNAL, closes with the present number. Next week will be presented a carefully prepared index.



NATURE STUDY.

II.—"The Elephant's Little Joke."

## IN PRESS: The Model Music Course

A Natural System of Instruction  
Specially Prepared for the Study of Music in Public Schools.

*Based upon the Principles of Vocal Music and in keeping with the needs of CHILD TRAINING  
Throughout the different Periods of Child Life.*

By JOHN A. BROEKHOVEN, AND A. J. GANTVOORT,

**The Purpose of the Series.** The great favor with which advanced educators view the study of music in public schools and even in universities has been the direct incentive to the authors in formulating and preparing a system in keeping with the general demand for a more natural and gradual course, parallel to the mental and emotional development of the child; and this has resulted in

**The Model Music Course.** The fundamental idea of the authors has been to bring the study of music *down to the child*, hence, nothing has been introduced which is beyond the comprehension of the child; and for this purpose the musical terms and phraseology have been simplified.

**General Arrangement.** The series provides: A Manual, containing all of the material for the first grade, with additional exercises and explanations for the whole series; a Primer for the second year; a Reader for each year of the Primary, Intermediate, and Grammar grades, and two books for the High School. Each reader is divided into Chapters; each Chapter contains interesting exercises and well-assorted material for one month's work, and is subdivided into Four Lessons, embracing subject matter in each Lesson for one week's study.

**An Aid to the Regular Teacher.** As the regular teacher is the one upon whom mostly devolves the duty of instructing the child in music even where there is a special teacher, it has been deemed best to so make this course as to be essentially of great assistance to the regular teachers, and this object has been conscientiously kept in view throughout.

**A Guide to the Principal.** The above arrangement has also the additional advantage of assisting the superintendent or principal of a school in supervising the study of music throughout the whole school year, thus keeping him more closely in touch with the special and regular teacher in this branch of study.

**Poetry, the Basis.** This course of instruction is based absolutely on Vocal Principles. The rhythm of a suitable line, or verse of poetry, is always chosen to demonstrate to the child that of which it is already aware in language, viz: Correct Accent, Rhythm, and Phrasing, in music.

**Novelty of Methods.** The methods employed in this series are entirely *new and novel*. The words used throughout are child-like but not childish and have been selected for their poetical, narrative, and instructive nature. A most useful and interesting feature, and one not found in any other book, is the application, in certain exercises, of a line or verse of poetry to several melodies, each differing from the first of the group (to which the words are set) in key or in rhythm or both, as well as tune, thus showing to the child how different forms of musical expression may be used to illustrate or accompany the one and the same poetical idea. These melodies may also be used independently of each other as ordinary studies. The manner in which two and three-part singing is introduced, renders each part equally melodic and important, as it alternately becomes first, second or third.

**Songs.** The authors have taken especial pains in the preparation and selection of new and interesting songs, which in text as well as music, are thoroughly in sympathy with child-thought, and related to all events of child-life. Provision is made for all occasions of school life, and the correlation of music with other branches of study, by furnishing in the regular music lessons, songs about nature, animals, patriotism, etc.

**Typography and Binding.** The books will be printed in clear, readable type, with pages well displayed and not crowded, and in the matter of paper, binding, and other mechanical features incidental to the manufacture of a book, the "MODEL MUSIC COURSE" will be of the first order of excellence, and will meet every reasonable demand that may be made upon it.

We shall be pleased to receive the names and addresses of all who wish to have specimen pages sent to them as soon as ready.

Agents Wanted to distribute advertising matter at Teachers' Institutes.

**THE JOHN CHURCH COMPANY, Cincinnati. New York. Chicago.**

There is reason for congratulation. THE JOURNAL has received during the past month a good many local papers containing notices of educational movements of importance. This is really unusual. The common mode of procedure is for the teacher or superintendent to be satisfied if the locality knows there is a new school building, and let the rest of the world look out for itself. A different class of men are plainly coming into the field.

### Reformed Spelling.

A great many persons have considered whether the spelling of some of the words of the English language might not be greatly simplified. Messrs. Funk & Wagnalls, who have lately published a dictionary, have sent out a list of 300 words and ask whether there may not be 100 publishers found who will agree to use the form suggested. It is doubtful whether so great a number of words could be agreed upon; a smaller number might.

If the number were fixed at 75 to 100, a good many would make an effort to use the spelling. In this case a plate should be made of the words and a list printed from time to time, in order to familiarize the public with the new form, and then in 1897 they could come into use.

The following words would probably form the list:

Adz, altho, aluminum, analog, arbor, ax, ay, bailif, bedsted, behavior, beldam, bequeath, Bering, burg, buxum, by and by, caliber, catalog, catechize, Chile,

chlorid, cimitar, circumsize, coquet, curtesy, cosy, cue, (for queue), cyclopedia, czar, dandruf, diagram, distil, duct, enrol, epigram, esthetic, fetish, fiber, Fiji, foss (ditch), gang, gazd, gelatin, glycerin, good-by, gram, gray, Haiti, hectogram, Hongkong, kilogram, Kongo, Korea, Kurdiastan, meter, miter, mold, monogram, mustache, myth, naptha, neutralize, niter, nowadays, omelet, oxid, parquet, pasha, pedagog, pedler, phenix, frenzy, plum (for plumb), prattler, program, prophecy (*n*), prophecy (*v*), quartet, quintet, rancor, raveling, saver, Savior, scepter, secrecy, sepulcher, sextet, sheath, smooth, somber, specter, sprite, stedfast, Sudam, synagog, synonym, technic, theater, Tibet, traveler, unchristian, whisky, wreath.

### TEACHERS

Contemplating a trip to Denver, to attend the Convention of the National Educational Association, in July, will have all their traveling troubles borne and wants looked after by an agent in charge, if they will join the special excursion, arranged for by Mr. C. W. Bardeen, Syracuse, N. Y., and Charles W. Cole, Albany, N. Y., the Committee on Transportation for Western New York. They will also secure the lowest rates, the finest accommodations, the quickest time, and the best meals.

This special train will leave Syracuse at 4 P.M., and Buffalo at 8.00 P.M., on July 4, and arrive at Denver, at 5.30 P.M., on July 5. It will be composed of the finest sleeping cars, and will be run via the West Shore, Nickel Plate Road, and the Northwestern-Union Pacific route.

Special rates have been authorized by all lines to Syracuse and return on the occasion of the Convention of the State Educational Association, July 1, 2 and 3. All teachers in New York State are requested to attend this Convention at Syracuse, and to join the special party for Denver, leaving at 4.00 P.M., July 3.

Teachers purchasing tickets via West Shore R. R. from points east of Syracuse, to the Denver Convention, will be allowed a stop-over at Syracuse to attend the State Convention.

For all particulars as to rates, diverse routes, sleeping car reservations, &c., &c., write C. W. Bardeen, Chairman Transportation Committee, Syracuse, N. Y.; or F. J. Moore, General Agent, Nickel Plate Road, Buffalo, N. Y.

# Webster's International Dictionary,

*A Dictionary of English, Geography, Biography, Fiction, Etc.*



*Successor of the "Unabridged."*

THE BEST . . .

FOR TEACHERS AND SCHOOLS.

WHY? BECAUSE IN THIS DICTIONARY

Specimen  
Pages etc.,  
sent on  
application.

It is easy to find the word wanted.

Words are given their correct alphabetical places in the vocabulary, each one beginning a paragraph so as to be readily caught by the eye. They are not run in the middle of a line, out of alphabetical order.

It is easy to ascertain the pronunciation.

The pronunciation is indicated by the ordinary diacritically marked letters used in the schoolbooks of the country, the sounds of which are taught in the public schools. The International does not use strange and peculiar letters, nor indicate the ordinary alphabetical sound of one letter by another quite different letter.

It is easy to trace the growth of a word.

The etymologies are complete and scientific and the different meanings a word has acquired are given in the order of their growth from the root idea.

The etymologies are not scrimped nor are the definitions jumbled together in an illogical order.

It is easy to learn what a word means.

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The *Inter-Ocean*, Chicago, some time since asked opinions on the use of the Bible in school. The replies came. It is a most significant revelation of the trend of popular opinion that, although the majority of the correspondents were Evangelical Protestants, the great preponderance of Christian and even of Protestant opinion decidedly objects to any further agitation of the proposal to restore the use of the Bible in the public schools of this country. Again nearly every correspondent who dwelt at all upon the ethical side of the question concluded in expression of dissatisfaction with present methods of moral training. One correspondent suggested that a great need exists for a standard text-book on morals, made up chiefly, or altogether, of selections from the Bible. Such a book might be provided by the appointment by the proper authorities of a committee of three, one Protestant, one Catholic, and one Jew, who should be authorized to compile and publish such a book.

Prof. Rickoff so long, so affectionately, known by educators all over the country is going to reside in California. To him, more than to anyone else, the excellence of the Cleveland public schools is due. He says :

" We would be in favor of reducing the time devoted to the study of grammar because we doubt its value and feel certain that the theories advanced are little regarded by the majority of persons. We also advocate paying less attention to the study of arithmetic because very little arithmetic is needed in the average business. The first principles should be thoroughly instilled, but the average pupil does not need one-half the arithmetic taught and there are many branches of the subject which are entirely superfluous."

Dr. William T. Harris, commissioner of education, shows in his report for 1894 that the total number of pupils in all the schools was 15,530,268, an increase over the number in the previous year of more than 450,000.

*School News* of Taylorville, Ill., a paper that has a deserved popularity on account of its extreme practical and helpful character, agrees entirely with THE JOURNAL as to the "Official Bulletin" issued by the N. E. A. It says : " There is an unrecognized debt due the educational journals of the country for advertising the annual meeting of the N. E. A." And yet they are asked to advertise the N. E. A., and pay \$5.00 per inch to go in the Bulletin ! As A. Ward justly says, " This is a match."

On Wednesday evening, June 26, Dr. Addison Brown Poland, New Jersey's popular superintendent of public instruction, was married to Miss Mary Bishop Dennis, formerly principal of a Brooklyn school, and the first woman who obtained the degree of Ph.D. from the University of the City of New York. Dr. Poland thus has the distinction of having obtained a Ph.D. in a way that the powers who confer degrees have probably never thought of. But then they cannot object. All happiness to the educational couple !

### Proposed Design for a State Normal College.

On page 756 THE JOURNAL presents a fine illustration of the exterior of a design for the proposed state normal college at Jamaica, L. I. It may be interesting to many to know how this design came to be selected. Early last year, the local board of trustees advertised for competitive plans for the building ; and upwards of forty sets were submitted coming from prominent architects in various parts of the United States. The trustees decided last December to submit to State Supt. Crooker a set of drawings offered by a firm of New York City architects. These were rejected by the state superintendent as being quite inferior to some submitted by other architects, and he requested that the others also be sent to him. The majority of the trustees withheld those submitted by Mr. Janes, asserting that the department was partial to Mr. Janes' drawings, thereby compelling the state superintendent to personally procure them.

But that the charge of favoritism might not be advanced against him, the state superintendent notified the trustees that though his judgment was unqualifiedly in favor of Mr. Janes' plans, he would place the selection in charge of all the normal college presidents in the state, of which there are about a dozen, and that he would abide by their decision. This, he did, and the result was a hearty endorsement of his action. For, after an exhaustive examination of all the drawings placed before them, they came to the unanimous conclusion that the plans submitted by Mr. Franklin H. Janes were the best, and they so reported to the state superintendent. The design certainly is beautiful, and it is to be hoped that nothing will be permitted to prevent its erection.

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Dr. Levi Seeley, whose contributions to THE JOURNAL and EDUCATIONAL FOUNDATIONS have been among the most valued, has returned from Germany where he spent two semesters in the study of pedagogy and the critical observation of the German educational methods and school administration. He attended Professor Rein's renowned pedagogical *seminar* at Jena, and acquainted himself with the school of practice connected with it. THE JOURNAL will recall his articles on "Many-Sidedness of Interest" and "A Summer School at Jena" (see issues of June 30 and Sept. 8). The sketch of Professor Rein which he contributes to this number gives some very interesting supplementary notes. From Jena Dr. Seeley went to the University of Berlin. His many letters to THE JOURNAL from there, published during the past six months, contain valuable suggestions to American educators. This is not the first time Dr. Seeley took courses in German universities. He obtained the degree of Ph. D. from the University of Leipzig in 1888. He has already been invited to several important positions requiring just such broad pedagogical insight and good administrative ability as he possesses. A chair of pedagogy in one of the great universities, or the principaship of a leading state normal school would seem to be the position where he could do the greatest good.

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#### New York.

The Boston Standard says of the temperance bill just become a law:

"This bill originated with the Congregational, Presbyterian, Baptist, and Methodist churches, who, together with other churches and allied organizations, instructed their temperance committee, as a phase of church temperance work, to petition the state legislature for the bill. The campaign was put in charge of Mrs. Mary H. Hunt, the well-known leader of the temperance education movement. Men familiar with legislation in the Empire state say such a battle for and against a bill that had passed the legislature unanimously was never before waged in the executive chamber. The enemies of the bill put forth their utmost strength, but were unable to overthrow the will of the people."

Supt. Emerson, of Buffalo, recently attended the dedication of a parochial school in that city. He said:

"I hope I am broad enough and American enough to wish God speed to this parochial school and to all similar schools that are accomplishing a like good work. I have been deeply touched by the patriotic words I have heard from this platform, and by the patriotic scenes I have witnessed on this occasion. They are worthy the highest appreciation and praise; and I again emphasize the hope that this parochial school will prosper and long continue its patriotic work."

The colleges are also to discuss education. Union college in celebrating its centenary June 23-27, will devote a period to an educational conference. Presidents Gilman, G. Stanley Hall, Andrews, Harper, Carter, Seelye; Melvil Dewey, and Supt. Maxwell will be give addresses.

#### Missouri.

A large meeting was held in Kansas City to protest against the non-employment of Catholics by the board of education. Rev. J. G. Dougherty (Prot.) said: "As a citizen I am ashamed of the exhibition of ignorance, prejudice, and hatred on the part of some of those to whom is committed, as a sacred trust, the education of our children."

C. F. Hutchings said he was inexpressibly shocked when he read in the papers that several young women had been discharged as teachers in the schools of Kansas City, Kan., simply because they adhered to the religion taught by their fathers and mothers. He had always understood the rights of the Catholics to be the same as the Methodists.

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## Georgia.

State Commissioner Glenn is evidently the man needed. After looking at the buildings used as schools, he says: "I find in every county I have been in lately a great deal of money has just been placed in a new jail. I say that the education of the young should not be neglected and the school buildings overlooked."

"I think it to be a very bad policy to have a great towering jail and beside this to allow a school-house to go to ruin. The buildings must be made comfortable and well adapted to the needs to which they are placed. I find that nearly all the buildings some distance from the cities are being neglected and are in no condition to be used. They leak, and the wind in winter would blow through the cracks in the walls."

A free kindergarten has been opened in Atlanta. At the opening ex-Gov. Northen, Mr. John F. Barclay, Judge Hammond, and Mrs. Gordon will be present. In Columbus sermons will be preached in every church commenting upon this work and on Monday there is to be a mass meeting there.

## Florida.

The request for \$3,000 to carry on teachers' institutes was denied by the legislature. The *School Exponent* notes that \$8,000 was voted for the annual encampment of the state militia—consisting of 900 men. Also that \$6,400 is given to the South Florida military institute, where 30 boys are taught; but the teachers of 149,970 are not to receive a dollar for their instruction! The *Exponent* does well to try to overcome this unwillingness to aid the public school effort. State Supt. Sheats is going on to hold the institutes in spite of the meanness of the legislature; he shows the right spirit.

New York City.

More than 200 boys from the public schools in the eleventh and thirteenth wards have been organized into a society to be known as the East Side Juvenile Improvement League, formed under the auspices of the Good Government Club in that neighborhood. The object is to keep such streets as Essex, Delancey, and Rivington in sanitary condition. Each boy will be assigned to look after one block, and he is expected to report any nuisance he finds there. He must look out for fish or fruit sold in the

basements of tenements, or from push carts standing in front of houses; he must keep his eyes open for bedding that has been thrown on the walks; for overflowing ash boxes or barrels, and to report upon violations of the ordinances against the throwing of balls or stones in the street, and report them to the policemen on duty, and if these officers fail to act, then they will report the cases to the Good Government inspector for the district.

The boys enrolled for this work are said to be the brightest and best scholars in the schools, and were chosen from many volunteers.

The graduation class of Grammar School 89, had fifty-nine candidates for the City college, and fifty passed the examinations. This school now holds the highest record, and all the boys glory in its distinction.

The closing exercises of Grammar School No. 67, were graced by the presence of Mayor Strong. He said:

"Boys, I am exceedingly pleased to be with you. This is the first opportunity I have had to attend a commencement since the day of my own graduation in my thirteenth year. Your exercises bring back that memorable day to my memory. My school-house was not to be compared with this fine building; in fact, my school was a little log house not more than twenty-five feet square. But, nevertheless, the words of advice spoken to me in that little log school-house have been my watchwords throughout my life. I will repeat them to you:

"Be earnest and truthful in all you do and you will be successful. I will repeat this sentence in order that you may profit by it in the life which has just opened for you.

"If you are earnest in your business or profession if you determine that what you say shall be the truth you need never fear for your success, for virtue has its own reward. Be earnest and truthful.

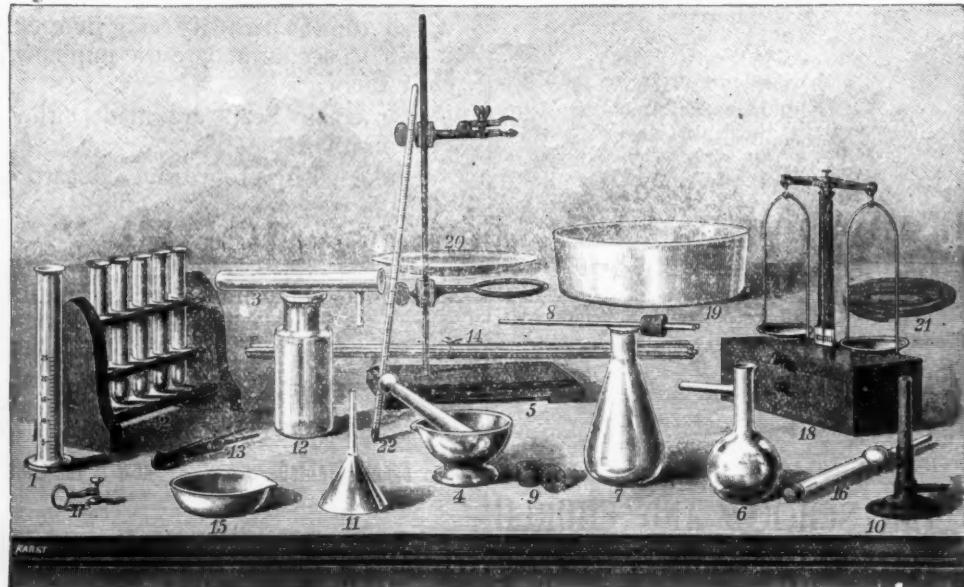
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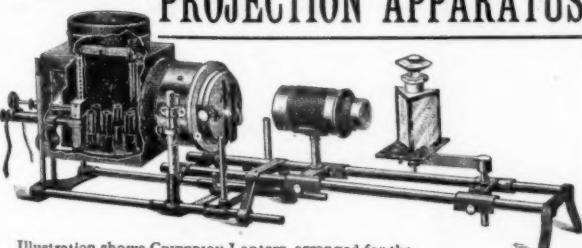


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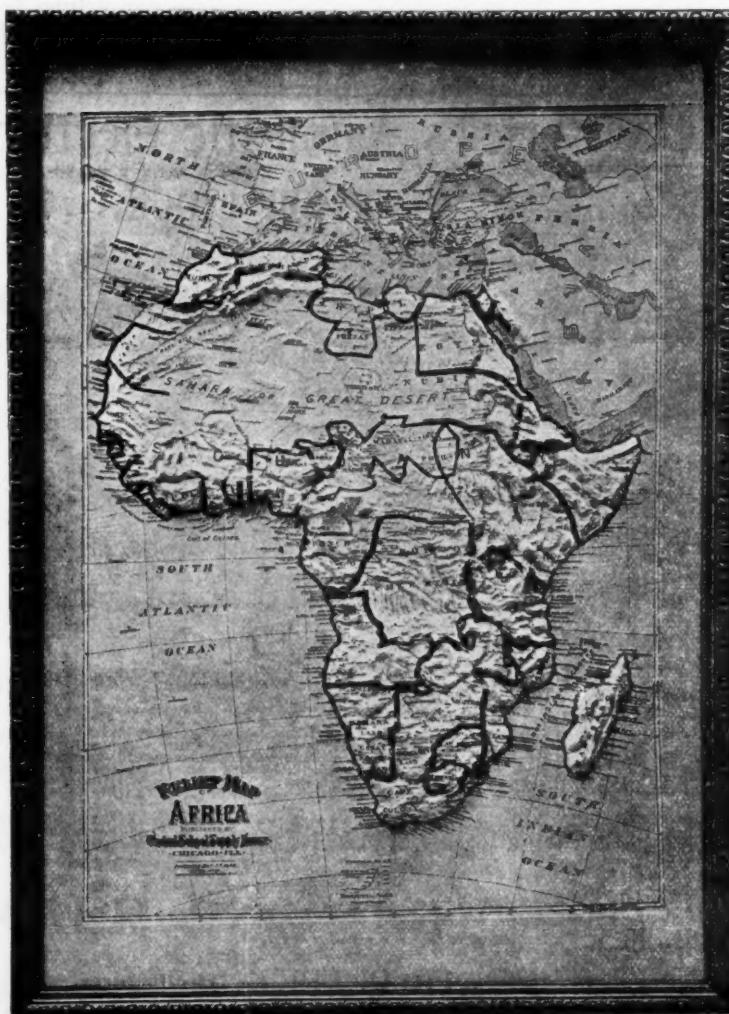
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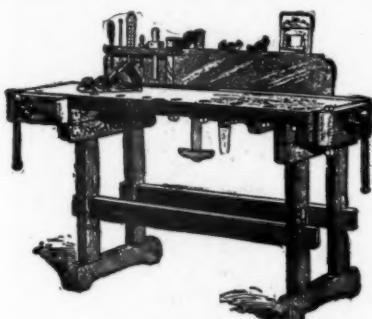


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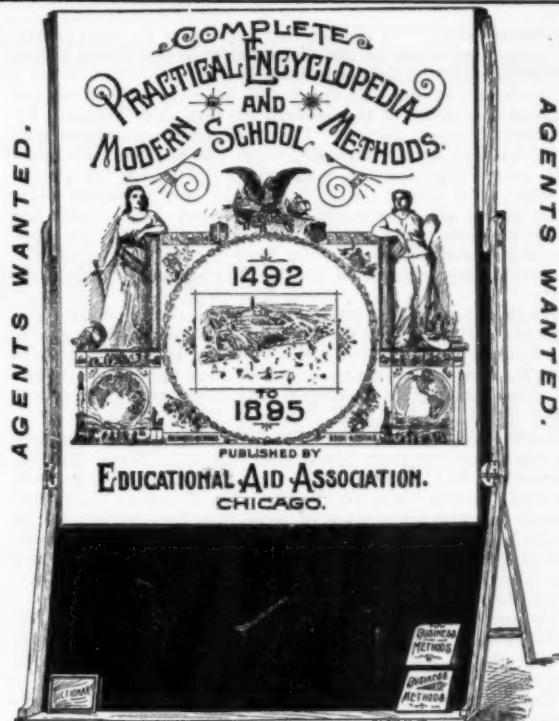
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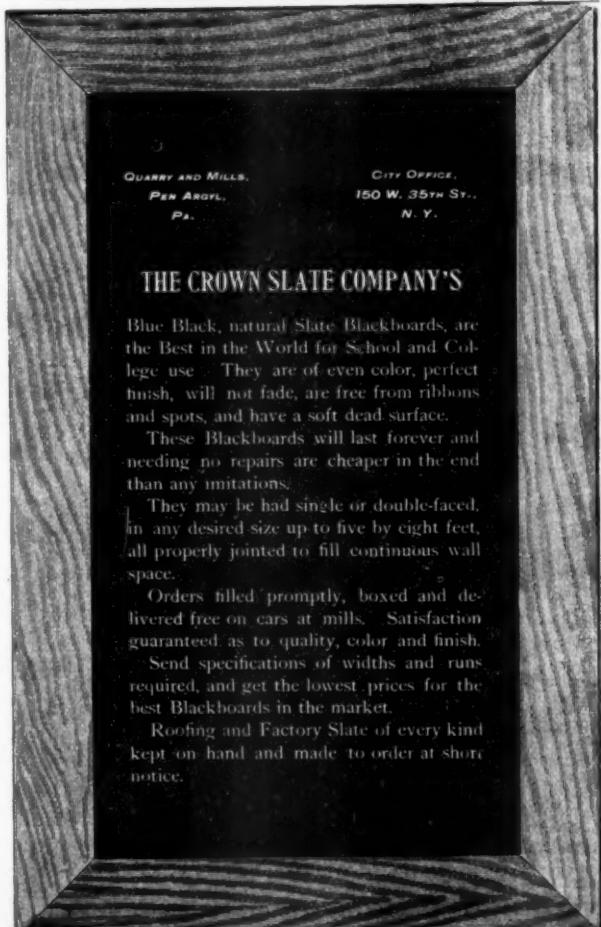
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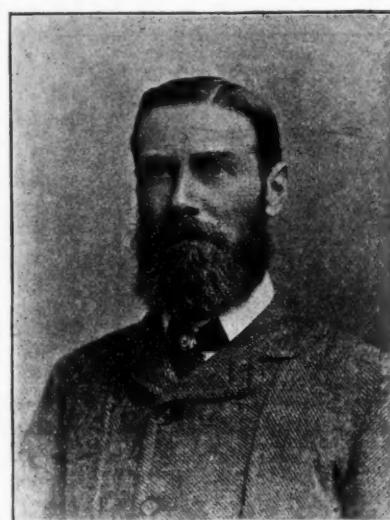
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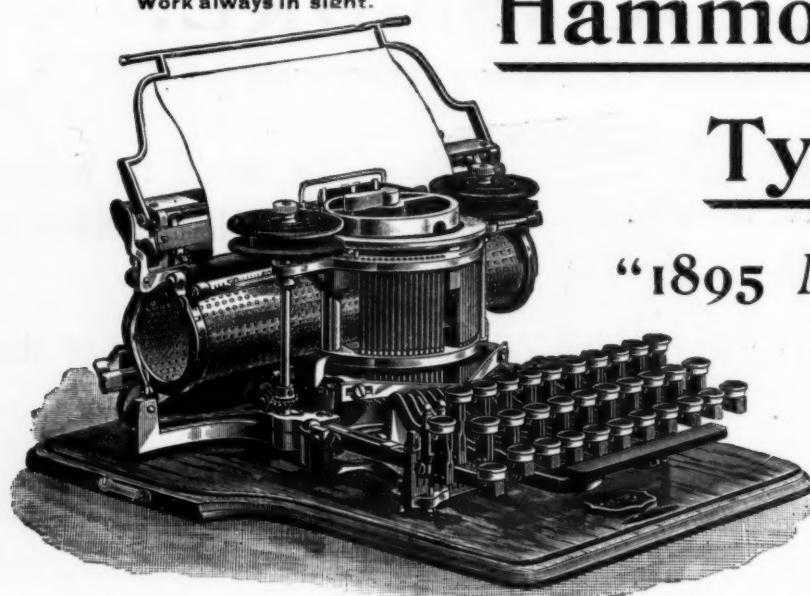
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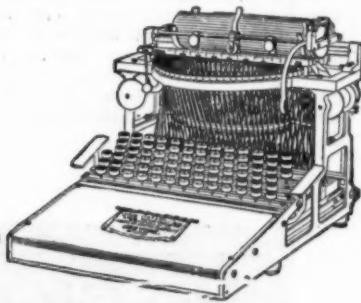
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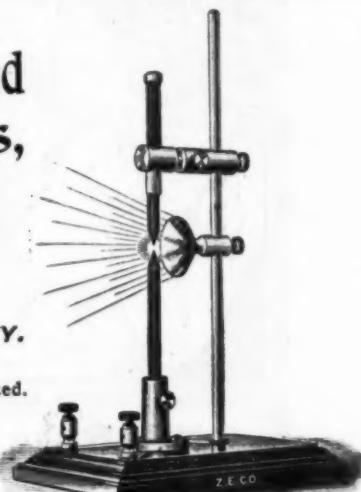
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Prof. Rein is the leader of the Herbartian movement of education, a movement that is making far more rapid progress in America than in Germany. This illustrates a most important advantage that we possess over Germany, an advantage that makes us the envy of progressive teachers in the fatherland. I allude to the freedom we have in the introduction of new ideas in our schools. Germany is bound by such conservatism that it is almost impossible to inaugurate a new movement. Therefore it does not require a prophetic eye to see that our country is destined to come to the front in working out the problems of scientific pedagogy. No one watches the progress of this work in America with deeper interest than Prof. Rein.

The work in pedagogy attracts without doubt more Americans to Jena than are attracted by any other branch. This is because that in addition to Prof. Rein's lectures, which are remarkably clear in thought and carefully delivered so that the many foreigners, often the majority among his audience, will be able to get the most from them, there are also the practice school and the *Seminar*.

The practice school is under the charge of a permanent teacher who has direct control under Prof. Rein, but the instruction is given mostly by students and these lessons furnish material for discussion in the *Seminar*. It is true that Rein's practice school is not in an attractive building, has not such school-rooms as one could desire, and has not fine furniture. But all of these things, while desirable, do not make the school. "As the teacher so the

school" is a pedagogical proverb and a truism, which is admirably exemplified in this little school. The spirit of the school is of vastly greater account than the furniture and the surroundings, and in this practice school are being practically worked out some of the greatest pedagogical problems of the time. Rein believes with Karl Volkmar Stoy that "Ein pädagogisches Seminar ohne Übungsschule ist ein Unding." (A pedagogical seminar without a practice school is an absurdity.)

Once a week the *Seminar* holds a session. The work of the week is discussed and criticised, pedagogical literature discussed, and vital points debated. These sessions are of utmost value to all concerned. Here student and professor stand nearly on the same plane.

In the German university the professor lectures and the student listens without question or remark. But the *Seminar* furnishes the student an opportunity for questions and for expression of views. Prof. Rein makes these meetings very attractive and profitable, admitting many to them who are excluded from his university lectures on account of sex.

Aside from his university work Prof. Rein is a very prolific writer, his works being chiefly in the interest of Herbartianism to which he is committed and in which he thoroughly believes. At present he is editing an encyclopedia of education which is to be in four large volumes. While not so voluminous as Schmidt's *Encyclopedie der Pädagogik*, it is clear, well-written, and modern. Hundreds of the leading teachers of Europe are engaged on this work, Prof. Rein aptly seeking from each man what he best knows. This encyclopedia will doubtless be the most valuable pedagogical production of the times.

Each August Prof. Rein, in connection with several colleagues of the university, holds a summer school somewhat after the American plan, an idea borrowed from America. To American teachers who desire to employ their vacation in study this furnishes a fine opportunity, provided they understand German.

On a high bluff, having a fine view of the valley of Saale, Prof. Rein has erected a beautiful house from his own designs. The style is old German and old German proverbs, which are full of suggestion, are found upon the walls over each door. Miles of the beautiful valley of the Saale is to be seen. The Leuchtenburg castle and the rugged hills of Jena combine to make the landscape one of the loveliest in the world. In the midst of his delightful family and with such inspiring surroundings, we may expect Prof. Rein, who is in the prime of manhood, to add still greater laurels to his fame, to contribute still more to the literature of pedagogics, and to assist in the solution of the great educational problems that are moving the world.

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## Summer Schools.

## NEW ENGLAND STATES.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, Beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee. The National Summer School of Boston, at Sleeper Hall, the New England Conservatory of Music. Address G. E. Nichols, manager, 13 Tremont Place, Boston.

Conference for Bible Study at Northfield. Under the direction of D. L. Moody, June 28-July 7.

Forty-fourth meeting of the American Association for the Advancement of Science, at Springfield, Mass. Aug. 28 to Sept. 7, 1895.

Summer School at Nantucket for boys who wish to make up work or make up conditions. F. P. Johnson, 578 Fifth avenue, New York City.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

Plymouth School of Applied Ethics, at Plymouth, Mass. Five weeks, beginning July 8.

Massachusetts Institute of Technology. Summer courses during June and July. Address H. W. Tyler, secretary.

Clark University Summer School at Worcester, Mass. July 15-27.

The H. E. Holt Normal Institute of Vocal Harmony at Tufts College, Mass. July 30-Aug. 21. Address Mrs. H. E. Holt, Secy, Lexington, Mass.

American Association for the Advancement of Science at Springfield, Mass. Aug. 28-31.

Summer Conference of the Young Women's Christian Association at Northfield, Mass.

Amherst Summer School. July 1-Aug. 9. Amherst, Mass. Prof. W. L. Montague.

Emerson College of Oratory Summer School. July 8-Aug. 5. Martha's Vineyard. C. W. Emerson.

CONNECTICUT.—Connecticut Summer School for Teachers at Norwich, July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

RHODE ISLAND.—American Institute of Normal Methods. Eastern session at Providence, R. I., July 16-Aug. Address Albert A. Silver, 110 Blyston st., Boston, Mass.

VERMONT.—Summer School of Languages, Rutland, July 8-Aug. 2. August Knoflach, Pd. D., 75 E. 61st St., N. Y. City.

Summer School, July 8-22, Morrisville, Vt.

Summer School, Barton, Vt., July 8-22.

Summer School Bethel, Vt., July 28-Aug. 12.

Summer School, Brandon, Vt., July 28-Aug. 12.

Summer School, Essex Junction, Vt., July 28-Aug. 12.

MAINE.—Summer Course in Science, Bowdoin College, Brunswick, Me. July 9-Aug. 13. F. C. Robinson.

NEW HAMPSHIRE.—Summer School of Methods at Plymouth. Aug. 19-31.

## MIDDLE ATLANTIC STATES.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2.

Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks.

Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

Cornell University Summer School, at Ithaca, N. Y. July 8—August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.

School of Languages at Point o' Woods, Long Island.

Long Island Chautauqua at Point o' Woods. Teachers' Retreat, July 4-Sept. 1. Rev. A. E. Colton, Patchogue.

Moer's Summer School at Moer's, N. Y. July 22-Aug. 16. Address Fred. E. Duffey, Moer's, N. Y.

Catholic Summer School of America, near Plattsburg, N. Y. July 6-Aug. 19.

Chautauqua Summer Schools, at Chautauqua. July 6-Aug. 16 W. A. Duncan, Syracuse, N. Y.

Cayuga Lake Summer School of Methods at Ithaca, N. Y. Begins July 16. Mr. F. D. Boynton.

Central New York Summer School at Tully Lake, July 16-Aug. 2. J. A. Bassett, Richfield Springs, N. Y.

Conference of the "Brotherhood of the Kingdom" at Marlborough in August.

NEW JERSEY.—The Berlitz School of Languages at Asbury Park, N. J.

Address 1122 Broadway, New York City.

PENNSYLVANIA.—American Society for the Extension of University Teaching. Summer Course of lectures at University of Pennsylvania, Philadelphia, July 1-26. Edward T. Devine, 111 S. 15th St., Philadelphia.

Connecaut Lake Summer School of Pedagogy at Exposition Park begins July 8.

Kent County School of Methods in the Public School Building, Dover, Del. Five weeks. Beginning Monday, July 1. C. C. Tindal, manager.

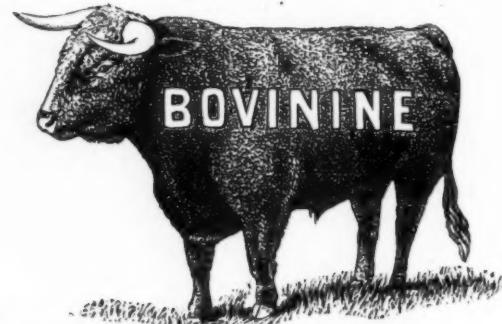
## CENTRAL STATES.

ILLINOIS.—Cook County Normal Summer School, Chicago (Englewood), Ill. Three weeks, July 15-Aug. 3. Wilbur S. Jackman, manager, 6016 Perry avenue, Chicago.

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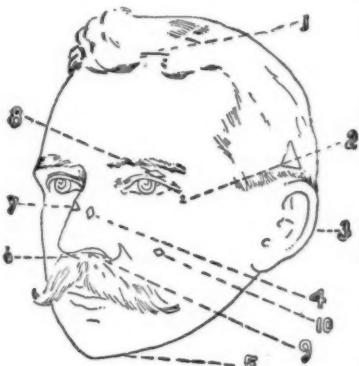
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Chicago Kindergarten College Summer School of Pedagogy, July 15-Aug. 10. Miss Elizabeth Harrison, principal.

School of Social Science, Chicago, Ill. Aug. 22-29.

American Institute of Normal Methods; Western session at Highland park, Ill., Aug. 6-23. Address A. W. Hobson, business manager, 262 Wabash ave., Chicago. Eastern session at Providence, R. I., July 16-Aug. 2. Address Albert A. Silver, 110 Boylston st., Boston, Mass.

Berlitz Summer School of Languages, Chicago, Ill. Address 1122 Broadway, New York.

Summer School, University of Illinois, Champaign, June 17-July 15. David Kinley, Urbana, Ill.

Illinois State Normal University at Normal, May 27-June 14. Dr. John W. Cook Summer School of Greer College at Hoopestown, June 11-Aug. 3. Simeon W. Dixon.

Summer Session of the Columbia School of Oratory and Physical Culture at Chicago, July 2-27. Mary A. Blood, 17 Van Buren St., Chicago.

Summer School of Elocution at Soper School of Oratory, Chicago. Begins July 1.

Chicago Theological Seminary. One week's session for the discussion of social economics, beginning Aug. 22.

IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crusinberry, manager. Drake University, Des Moines, Iowa.

Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.

Conference of the "Brotherhood of the Kingdom" at Iowa college in June and July.

Summer School of Western Normal College, Shenandoah, Iowa, June 11-Aug. 1. J. M. Hussey, Pres.

Summer Training School for Teachers at Des Moines. Begins June 18. Elizabeth K. Matthews.

WISCONSIN.—Summer School, University of Wisconsin at Madison, July 9-Aug. 3. Prof. J. W. Stearns.

Turner School for Physical Training at Milwaukee, Wis., July 1-Aug. 10. Prof. Carl Betz, Kansas City, Mo.

July 8-Aug. 16.—Polk County Teachers' Summer School at St. Croix Falls, Wis. Address Paul Vandereke, St. Croix Falls, Wis.

Wisconsin County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.

July 14-Aug. 4.—Columbian Catholic Summer School, Madison, Wis. Dr. E. McLaughlin, Fond du Lac, Wis., secretary.

The Western Y. M. C. A. will hold a conference at Geneva Lake, June 21-July 1.

Summer Conference of the Young Woman's Christian Association at Lake Genoa.

KANSAS.—Topeka Summer Institute, June 3-July 1, and July 20. Address W. M. Davidson, Topeka, Kans.

Kansas State Normal Summer School at Emporia, June 14-Aug. 2 W. G. Stevenson.

Linn County Institute and Summer School at Pleasanton. Begins June 17. J. C. Lowe, Mound City.

OHIO.—Summer School of Western Reserve University at Cleveland, July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

School of Theology at Western Reserve University. Ten days, begin-

ning July 8.

Summer Normal Training School of National Normal University at Lebanon. June 18-Aug. 8. Alfred Holbrook.

Art Academy of Cincinnati. June 17-Aug. 24. A. T. Goshorn.

Oberlin College, Oberlin, Ohio, will hold a ten days' session for the discussion of social economics, the last ten days in June.

Western Reserve College School of Theology. Ten days beginning July 8.

MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

Alma College Summer School at Alma, Michigan. July 8, continuing 4 weeks. Address Jos. T. Northon, Alma, Mich.

Kindergarten Training School at Grand Rapids, Mich. Mrs. Lucretia Willard Treat, principal. July 5 Sept. 1. Address Clara Wheeler, Box 44, Grand Rapids, Mich.

Petoskey Normal School and Business College at Petoskey, Mich. Summer terms begin May 6, June 3-17, and July 1-15. Address M. O. Graves, M. A.

June 1-Aug. 26.—Summer Session Flint Normal College.

Bay View, Michigan, Summer University. July 10-Aug. 14. Embraces six complete schools. J. M. Hall, Flint, Mich., supt.

Summer School of Pedagogy and Review in connection with Benton Harbor College and Normal. June 24-Aug. 2. G. J. Edgcombe.

Summer Term of Ferris Industrial School, Big Rapids, Mich. May 20-July 1. W. N. Ferris.

Albion College Summer School at Albion, Mich. July 2-31.

National Summer Music School, Conservatory of Music, Detroit. July 1-12. Mrs. Emma A. Thomas.

MINNESOTA.—University Summer School at the University of Minnesota, Minneapolis. July 29-Aug. 25. N. N. Pendergast, Supt. of Pub. Instruction, St. Paul, Minn., and Prof. D. L. Kiehle.

NEBRASKA.—Summer School, Lincoln Normal University, Normal, Neb. June 4-Aug. 5. J. F. Taylor.

Summer School, Cotner University, Lincoln, Neb. July 1-Aug. 16. J. A. Beattie, Pres. Bethany.

The Orleans Chautauqua and Summer School at Orleans, Neb. June 10-July 6. R. H. Esterbrook, sec'y.

Nebraska Normal College Summer Session at Wayne. Begins June 10. J. M. Pile.

Summer Session of Fremont Normal School and Commercial Institute at Fremont. Begins June 11. W. H. Clemmons.

INDIANA.—Summer School of Northern Indiana Normal at Valparaiso. Begins June 12. H. B. Brown.

Summer Session of Marion Normal College. Begins July 22. A. J. Jons.

Summer School of Central Normal College at Danville. Begins June 11. J. A. Joseph.

Crawfordsville Normal Summer School. July 1-Aug. 23. M. W. Baker.

Summer School of Southern Indiana Normal College at Mitchell. June 11-July 22. John C. Willis.

Summer School of Tri-State Normal College at Angola. Begins May 21. L. M. Sniff.

KENTUCKY.—Summer Session of Central Normal School at Waddy. Begins June 11. J. B. Secrest.

Summer Session of Elizabethtown and Normal School. June 4-July 30. Whitty Waldrop, Kirksville.

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ALABAMA.—Summer School at Eufaula, Ala. Begins June 17, continuing ten weeks. F. L. Mc Coy, Principal, Eufaula, Ala.

MISSISSIPPI.—Mississippi Summer Normal Peabody State Institutes. Four weeks at Aberdeen, June 3, Meriden, June 6, Brookhaven, June 24. Colored Normals: Tougaloo, June 3, Greenville, June 3. West Point, July 1, Sardis, June 17.

NORTH CAROLINA.—University of North Carolina Summer School at Chapel Hill, June 25-July 26. Edwin A. Alderman. Summer School for Teachers and Students at the University of North Carolina. June 25-July 26. Address Geo. T. Winston, president of the university, Chapel Hill, N. C.

FLORIDA.—Atlanta Chautauqua at Ponce de Leon Springs. June 25-July 8.

TEXAS.—Summer Normal, Salado, Texas, June 24-Aug. 16. T. J. Witt, State School of Methods at Dallas. June 4-22. Supt. J. L. Long. Special Summer Normal Term of Spirey's High School, at Temple, July 22-Oct. 11. W. E. Spirey.

GEORGIA.—Southern Summer Normal Music School, at Cumberland Island, June 25-July 5. B. C. Davis.

TENNESSEE.—Summer Session of Southern Normal University at Huntingdon. May 14-July 4. J. A. Baker.

Tirrell College, Summer Session, at Decherd. July 2-Aug. 24. Jas W. Tirrell.

Summer Conference of the Young Woman's Christian Association at Rogersville.

VIRGINIA.—Virginia Summer School of Methods. Four weeks, begins June 24. Address E. C. Glass, Lynchburg, Va.

LOUISIANA.—Summer Normal School at Lake Charles. May 27-June 22. B. C. Caldwell.

Summer Normal Schools conducted by the Louisiana board of institute managers. Amite City, June 3-20; Opelousas, June 17-July 12; New Roads, June 17-July 12. Hon. A. D. Lafargue, state superintendent, Baton Rouge, La.

#### ROCKY MOUNTAIN AND PACIFIC STATES.

COLORADO.—Colorado Summer School of Science, Philosophy and Languages, Colorado Springs. Four weeks, beginning July 15. George B. Turnbull, A. M., Prin. High School, Colorado Springs, director.

Summer School of University of Colorado at Boulder. July 13-Aug. 24. Carl N. Beker.

OREGON.—Lakeview, Oregon, Summer School, June 24-Aug. 3. J. J. Monroe.

July 22 to Aug. 23.—Summer Normal School at Gearhart Park on the sea coast near the mouth of Columbia river under the direction of Pres. C. H. Chapman, of Eugene; and others prominent in school work in Oregon.

SOUTH DAKOTA.—Normal Teachers Institute at Sioux Falls. July 15-Aug. 12. Prof. Edwin Dukes.

Lake Madison Chautauqua Schools at Lake Madison, S. D., in connection with the Chautauqua Assembly. July 9-23. Prof. H. E. Kratz, Ph. D., Sioux City, Iowa.

Normal Institute for Fifth District at Colorado Springs, June 17-28. Address Supt. Clarence O. Finch, Colorado Springs, Colo.

#### CANADA.

NOVA SCOTIA.—Summer School of Science for the Atlantic Provinces of Canada at Amherst, N. S. July 3-18.

#### Teachers' Associations.

July 1.—West Virginia State Teachers' Association, at Shepherdstown.

July 1-2.—New Jersey State Teachers' Association at Asbury Park.

July 1, 2, 3.—New York State Teachers' Association at Syracuse.

July 1.—Kentucky State Teachers' Association at Lexington.

July 2, 3, 4.—Pennsylvania State Teachers' Association at Mt. Gretna.

July 2-3-4.—Ohio State Teachers' Association at Sandusky.

July 2-3-4.—Alabama Educational Association at Talladega.

July 5-12.—National Educational Association at Denver.

July 8-11.—American Institute of Instruction at Portland, Me.

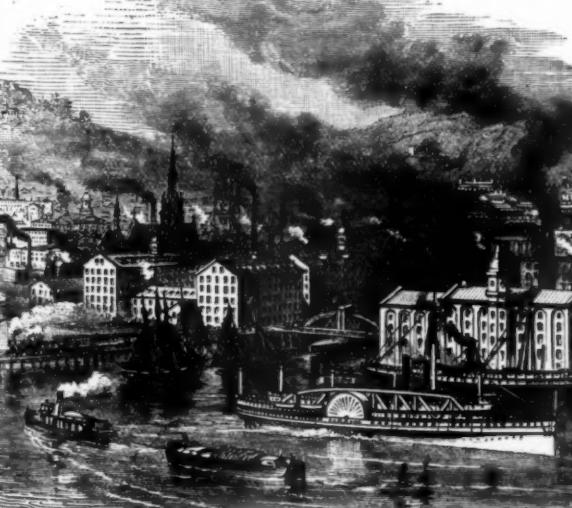
July 9-12.—Maryland State Teachers' Association at Pen-Mar.

July 12-15.—Deutsch-Americanischer Lehrerbund at Louisville, Ky.

July 16, 17, 18.—Manual Training Teachers' Association of America, at Armour Institute, Chicago, Ill.

July 18-19-20.—The Annual State Teachers' Association at Oregon City, in connection with the State Chautauqua Association.

July 18-25.—Pan-American Congress of Religion and Education at Toronto, Canada. Address S. Sherin, Sec'y, Rossin House, Toronto, Canada.



"BUSY MILLS AND FACTORIES."

From "Home Geography." (American Book Co.)

## New Books.

Mrs Winslow's *Readings from the Old English Dramatists* is designed to illustrate the stages in the progress of English Dramatic literature, and is particularly timely, in view of the present interest in the subject. The first period includes the masques and miracles of the fifteenth and sixteenth centuries. The second period dwells chiefly on Marlowe, with specimens from Lyly, Ben Jonson, Beaumont, and Fletcher. The author then passes to the early Stuart drama, including Webster, Massinger, and Ford; and for the Restoration period Farquhar's *Inconstant* is given. The eighteenth century includes Oliver Goldsmith and Richard Brinsley Sheridan. A large number of carefully selected scenes from the above typical authors are presented, with Mrs. Winslow's comments on the authors, scenes, and characters. The work will prove of great value to students of English literature. (Lee & Shepard, Boston. 2 Vols. \$1.75 per volume.)

Although India cannot be said to have a history in the same sense that European countries have, the story of its religions and traditions and philosophies is one of wonderful interest. The branch of the Aryan race that settled early on this peninsula was fully as intellectual as any of the others, even if the minds of the people did run to a great degree to religious mysticism. The account of this people is therefore very properly included in the Story of the Nations series. Zénaïde A. Ragozin, to whom the task of writing of India was assigned, intended to have embodied the story of Vedic and Brahmanic India in the same volume, but, on account of the overwhelming mass of material, was obliged to treat *Vedic India* in one volume and leave the other part of the subject to a subsequent volume. He draws a very complete picture of the life of the people as shown by the Veda. The book is illustrated with maps, landscapes, etc. (G. P. Putnam's Sons, New York. \$1.50.)

In the second volume of Amelia Hutchison Stirling's *Torch-Bearers of History* is given a connected series of historical sketches extending from the Reformation to the beginning of the French revolution. The characters treated are William of Orange, Sir Francis Drake, Henry of Navarre, Gustavus Adolphus, Cardinal Richelieu, Oliver Cromwell, Sir Isaac Newton, William III., Peter the Great, Frederick the Great, Robert Clive and George Washington. Each of these marks some great period in the history of thought or of government. (Thomas Nelson & Sons New York.)

Under the title of *Old Mother Earth: Her Highways and Byways* Josephine Simpson has presented some geographical facts in a way to interest children. She has a great aptitude for striking titles, as *Her Wrinkled Face*, *The Fire Gnome*, *Prince Vulcan*, *An Endless Spin*, *Blow High and Blow Low*, etc. A great deal of fancy has been judiciously served up with her facts, reviving them of much of the dullness that would be inevitable without this garnishment. (William Beverley Harison, New York.)

It has often been said that "a big book is a big evil," but that is not always true, as the size must often be gauged by the character of the subject. There is certainly a great advantage in having a small book in which the author has carefully set forth in concise language the main features of a subject. This has been done in *How the Republic is Governed*, by Noah Brooks. It describes all the features of our federal and state governments, and gives the Declaration of Independence, the Constitution, and an index to the Constitution. (Charles Scribner's Sons, New York. 75 cents.)

The old way of teaching geography was to begin by telling the child that the earth was a big ball whirling through space. In accordance with the principle that the pupil should proceed from the familiar to the unfamiliar, teachers now-a-days have learned not to begin the instruction where they should properly leave off. They get the child first to observe the objects about him and then build gradually on this knowledge. The *Home Geography*, by C. C. Long, Ph. D., is constructed on this plan. The pupils will undoubtedly take great pleasure in the lessons here given. The book is finely illustrated. (American Book Co., New York, Cincinnati, and Chicago. 25 cents.)

It is well-known among teachers that in childhood when the vocal organs are flexible and the memory retentive, one can learn to speak foreign languages much easier than in later life. The one thing needful is an easy and natural method. That is supplied by *Conversation des Enfants*, by Chas. P. du Croquet. It was written especially for American children who do not know any French. The young pupils are made to converse in French from the beginning, and with every lesson progress little by little, but surely and constantly and without much effort. (William R. Jenkins, 851 Sixth avenue, N. Y. 75 cents.)

The series of articles that have been appearing in the *Pall Mall Magazine*, by eminent military experts concerning great soldiers, are now being published in a series of volumes known as the *Pall Mall Magazine* library. The first one was on the "Decline and



HER MAJESTY, QUEEN VICTORIA.

From the "Life of Her Majesty Queen Victoria." (Roberts Brothers.)

"Fall of Napoleon," by Field-Marshal Viscount Wolseley. Now we have another one by General Lord Roberts, V. C., on *The Rise of Wellington*. In this Wellington's career is divided into the Indian period, the peninsula period, and the campaign in the Netherlands. The value of such biographies from those competent to judge of the careers of soldiers is unquestioned; they make the best kind of material for the writers of future histories. It is almost unnecessary to say that Lord Roberts has done full justice to the genius of the illustrious duke. (Roberts Brothers, Boston. \$1.25.)

*The Royal Crown Readers* are a handsome and well-graded series of six books having many admirable features. They are in six numbers, the earlier ones containing such simple stories and verses as young children can understand, interspersed with lessons in natural history, geography, and industries. In Number 3 specimens of the best literature for children begin to be quite numerous and this feature grows in importance in Number 4. The illustrations are abundant, many of them being colored. This makes these books popular with children. (Thomas Nelson & Sons, New York.)

The most practicable book on bird lore published of late is the *Pocket Guide to the Common Land Birds of New England*, by Prof. M. A. Wilcox, of Wellesley college. The book is the outcome of long experience in teaching college women how to study common birds, and the method of classification, based on the conspicuous colors or markings, is most ingeniously arranged in such a way that with the aid of the artificial key the identity of any bird may be easily traced. In all Professor Wilcox describes eighty-nine different species, devoting a page or so of text to each, and giving references to collateral literature. (Lee & Shepard, Boston. 60 cents net; by mail, 90 cents.)

Luther Marshall has given a complete account of the life and singular disappearance of *Thomas Boobig* in a story just published. He has created a new character in fiction, born in America and suggesting the startling possibility of a reappearance on earth of the elder gods, or Titans, so long banished to remote islands in space and to the under world. A story of wonderful growth and development of character, depicting the incidents, accidents, etc., in the life of one who, from a shy and delicate lad grew to such proportions and so rapidly that his parents were

puzzled to know what to do with him; and for a long time he did not know what to do with himself or what would become of him. The boy "turned out" very well, however. The book is clean, original, and interesting. (Lee & Shepard, Boston. \$1.50.)

Millicent Garret Fawcett assumes somewhat the attitude of a partisan for her sex in her volume on the *Life of Her Majesty Queen Victoria*. She sets out to show that a woman can make a successful sovereign; she certainly could not have selected a better example than the queen of Great Britain and empress of India. The book being an octavo of 266 pages of course there are many things in Victoria's career that must be touched lightly upon. She has dwelt at length on the formative influences of the queen's early life and has referred only to political and personal events, in so far as they illustrate her character and her conception of her political functions. While this mode of treatment does not produce complete history it does serve to bring out the queen's traits in strong light; one point she makes very prominent, and that is that by her sagacity and persistent devotion to duty Victoria has created modern constitutionalism, and more than any other single person has made England and the English monarchy what they now are. (Roberts Brothers, Boston. \$1.25.)

One great object in the study of the ancient classics is to become familiar with the life of the people of those times. A great help toward the accomplishment of this end is the charming book entitled *Roman Life in Latin Prose and Verse*, by Profs. Harry Thurston Peck and Robert Arrowsmith. This book was prepared to meet the needs of three classes of students—it may be used by those whose time is limited and yet who wish to become to a certain degree familiar with the language, life, and thought of ancient Rome; for sight-reading of Latin in college classes; or as supplementary to a regular course in Latin literature, or be made itself the fundamental work in such a course. The selections are given in chronological order and under the authors' names, so far as these are known, such selections as will show not only the individuality of the writer and the quality of his literary style, but also reveal something of the life, manners, and opinions of the age in which he wrote. To this end many selections are made from Roman folk-songs, popular rhymes, and verses sung by children in their play. In the purely literary extracts the editors have ranged over a wide field, so as to make the collection a thoroughly representative one. The book is finely illustrated. (American Book Co., New York, Cincinnati, and Chicago. \$1.50.)

The question of exchanging books, that is, giving a book in exchange for one now used, is before the public in a letter from Messrs. Ginn & Co. The practice is an old one. The days are remembered when Cobb's spelling book was taken around in wagons by agents and Webster's exchanged out; and by some of the trustees demanded some pence "to boot," and this stopped the business somewhat. The intention in exchanging is to remove the question of expense; the new book is furnished outright; the old book is taken away in order to prevent any hankering after the fleshpots of Egypt. The desire of publishers to have their new books in the hands of the pupils is so strong that it will not be easy to cause a total discontinuance of the practice. It is generally brought about by an agreement, a sort of armistice between the various parties. The people are always willing to give away an old book for a new one. We have frequently recommended the formation of county boards of education, the adoption of a generous list, and then permission to teachers to select their own books; in the case of schools with principals, the selective power to rest with them. This is the plan adopted in this city.



A YORKSHIRE VILLAGE.

From "The Wonderful Wapentake," by J. S. Fletcher. (A. C. McClurg & Co., 12mo. \$2.00.)

**A Pint of Food**

Now a real tonic is something to build you up, give you strength—not fictitious strength—but real strength. The world has lived on grains since the world began, and "bread is the staff of life." Bread is a support, but you can't lean on drugs and an empty stomach. A concentrated extract the very essence of that most invigorating grain, barley, with the soothing, gentle, somnolent, and wholly benevolent extract of hops, forms a true Tonic,—one that is a food. Food alone gives real strength. Ours is this kind. Barley for the body, hops for the nerves, the mind. There is a substance to it; it is vivifying, life-producing, gives vim and bounce—it braces. It is not merely a temporary exciting agent, either—it cures. Pabst Malt Extract is a builder,—feeds blood, brain and bone. It will quiet the nerves, give sleep, drive out dyspepsia, and for a nursing mother it is salvation for her self and baby. Add The "Best" Tonic to your regular food daily—a pint bottle is quite enough and you will be astounded at the results in two weeks.

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**THE "BEST" TONIC**

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A book that is excellent in design and execution is *Foundation Studies in Literature*, by Margaret S. Mooney, teacher of literature and rhetoric in the state normal college at Albany, N. Y. The purposes of this work are (1) to illustrate the unity of the world's literature by showing that the ancient classic myths form the foundation of many of the choicest modern poems, and (2), by furnishing their interpretation, to enable students to read these masterpieces with understanding and appreciation. While it is impossible to include all of the myths in a single volume, the most famous of them have been brought together in this volume, grouped under such heads as Some Self-Evident Nature Myths, Giant Forces of Nature, Events Preceding the Trojan War, The Trojan War and Ulysses, The Myth of Cupid, Aurora, Diana, Ceres, Apollo, Prometheus, Iphigenia, Orpheus and Erudice, etc. In connection with these myths quotations are made from Milton, Shakespeare, Tennyson, Mrs. Browning, Lowell, Longfellow, Keats, Shelley, Schiller, Bryant, Holmes, and others. An opportunity is given in many instances of comparing the versions of the same story given by different writers. The introductory essay shows the intimate relation between ancient and modern literature, between poetry and art. The book is illustrated with fine half-tones of famous paintings and sculptures. It will be popular both for school use and home reading. (Silver, Burdett & Co., Boston. \$1.25.)

The oft observed fact that a nation's greatest men are usually those that are most frequently the marks for the shafts of malice was never more strikingly exemplified than in the case of Oliver Cromwell. He was a man of the people, who were then too unenlightened to appreciate him, while the intelligent few hated him intensely for the attacks he made on their institutions. For two centuries, therefore, they have persistently misrepresented him. In his life of *Oliver Cromwell* George H. Clark, D.D., has undertaken the vindication of this great man. Charles Dudley Warner says in his introduction to the volume: "It is a book of enthusiasm, a warm-hearted vindication of a great man, based upon careful study, and backed by indubitable authority, written with a clear American comprehension of the principles that underlay the great liberating movement of the seventeenth century in England." His career as farmer, warrior, ruler is treated discriminately. It is shown how during Cromwell's time the tide of democracy began to increase in proportions, how much of its later growth we owe to him. The book is illustrated with por-

traits of Cromwell and other distinguished persons of that time. (Harper & Brothers, New York.)

It is a desirable thing for the lover of poetry to have his favorite authors near at hand, so that he can pick up a volume and read a little from it as the mood impels him. Uniform series of volumes, like the Student's Edition of the Poets, with their handsome and substantial bindings make a very attractive addition to the library. They are finely printed from clear plates and on good paper. One of the latest is *Scott's Complete Works*, with an introduction by Charles Eliot Norton and a biographical sketch by Nathan Haskell Dole. The names of these writers are a sufficient guarantee of the high quality of the work. (Thomas Y. Crowell & Co., New York and Boston. 12mo., cloth, \$1.00.)

Prof. Albert S. Cook, of Yale university, has prepared a little book of *Exercises in Old English*. These are sufficient in length to enforce the requisite knowledge of inflections, of groups like the various classes of verbs, and of the most essential principles of syntax. Such an aid is often employed in the teaching of ancient languages, and there is no reason why it should not be valuable in the case of Old English. The author has intended to supply all needed assistance in the way of syntactical references, and of the suggestion, when doubt might arise, of the proper word. (Ginn & Co., Boston.)

It is impossible to estimate how much the literary taste of the American people has been elevated by the Riverside Literature series, for they are read in school and out of school all over the land. They contain the very best literature, with introductions, notes, etc. Among the recent numbers are No. 69—*The Old Manse and a Few Mosses*, by Nathaniel Hawthorne; No. 74, *Elegy Written in a Country Churchyard and Other Poems*, by Thomas Gray, and *John Gilpin and Other Poems*, by William Cowper; and No. 78 (double number)—*The Vicar of Wakefield*, by Oliver Goldsmith. (Houghton, Mifflin & Co., Boston.)

#### SICKNESS AMONG CHILDREN.

is prevalent at all seasons of the year, but can be avoided largely when they are properly cared for. *Infant Health* is the title of a valuable pamphlet accessible to all who will send address to the New York Condensed Milk Co., New York City.

A woman's duty lies first in the path that leads to health. Hood's Sarapilla is the leader.



ATMOSPHERIC.

*Mrs. De Vere.*—What a pleasure it is to attend Mrs. Van Smythe's receptions, they have such a delightful literary atmosphere.  
*Mrs. New Rich.*—Yes, the atmosphere was delightful. I found she produced it by having a bottle of Ed. Pinaud's Roman Salts, open in the room. They are the latest French novelty and are simply elegant. I have just purchased a bottle for the same purpose.

## ED. PINAUD'S ROMAN SALTS. (SELS ROMAINS)

### The New Fancy Colored SMELLING SALTS.

Superior to and unlike any now on the market, unequaled for delicacy of odor, Permanency, Pungency, and Elegance.

Useful for headache and fatigue. Don't fail to take a bottle for use on the cars and in the country.

The salts are novel and attractive in appearance, and the perfumes such as have made the name of "ED. PINAUD" world renowned.

**Muguet** (Lily **Lilas.** of the Valley.) **Violet.** **Royal Peach.**

**Heliotrope.** **Rose.** **Verveine.**

**Lavender.** **Iris.** **Jasmine.** **Peau d'Espagne.**

Where not sold by your dealer, we will send, securely packed (all charges paid) any of above odors on receipt of 60 cts.

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## A PLACE FOR YOU

If you want a better position for September, 1895, you will do well to write at once for full particulars to the NEW YORK EDUCATIONAL BUREAU, No. 61 East Ninth St., New York, Mr. H. S. Kellogg, Manager, who has a wide acquaintance with Colleges, Normal, Public, Private, and Manual Training Schools, and with Teachers.

An established bureau, with an established reputation, facilities acknowledged to be the best, with a model system of investigation and representation; a personal acquaintance with hundreds of capable teachers which are recommended for positions is the bureau for you.

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H. S. KELLOGG, Man.,

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New York.

## Publishers' Notes.

Summer is not the time for hard mental toil, but the days can be profitably employed in observing nature and collecting specimens. The publications of Bradlee Whidden, 18 Arch street, Boston, are excellent aids in this direction. His books on Trees and Shrubs, Ferns and Evergreens, Butterflies, and Beetles are just what every lover of natural history needs. Send a two-cent stamp for his Best List of Books.

The pure style and delicious humor of Irving's works renders it very unlikely that they will be superseded by those of any other writer that has appeared since his time. The schools and the public are therefore greatly the gainers by the preparation of a new Student's edition of his works by G. P. Putnam's Sons. The same firm also issue American Literature, 1607-1885, by Prof. Chas. F. Richardson; A Literary History of the English People, by J. J. Jusserand, and a History of American Literature, by Prof. Moses Coit Tyler.

A good way to make pupils acquainted with the configuration of a country is by the use of a relief map. Klemm's Maps, sold by William Beverley Harison, New York, are made of thick, white paper with the continents and countries stamped in relief upon it. They are blank, so that the pupils can write in the names of the rivers, mountains, oceans, cities, etc. A set of fifteen may be had for only one dollar.

A useful and well-illustrated little book, just published, is the Handbook of Common Things and Useful Information of Thomas Nelson & Sons, New York. John Gall's Handbook of Popular Science is another interesting book; it has 220 illustrations. Get a catalogue and read descriptions of their series of readers, drawing books, and copy books.

The way to learn to do a thing is to do it; the way to learn to speak a language is to speak it. So thinks Prof. Chas. F. Kroeh, of the Stevens Institute of technology, of Hoboken, N. J. His Living Method for Learning how to Think in German should be thoroughly examined by teachers of that language. He has applied the method also to French and Spanish.

In the Standard Remington Typewriter No. 6 the manufacturers think they have a machine that is nearly perfect, and the great demand for these beautiful machines shows that the public shares somewhat in this opinion. The improvements are more permanent alignment, improved spacing mechanism, lighter and wider carriage, uniform and easy touch, economical ribbon movement, improved paper feed, and readily adjustable paper and envelope guides. A new illustrated catalogue will be sent by Wyckoff, Seamans & Benedict, 327 Broadway, N. Y.

The merits of the steel pens of Joseph Gillott & Sons, of 91 John street, N. Y., have been pretty well tested not only by a fifty years' use by the public, but by the judges at all the great international exhibitions. They took the award at the late World's fair and gold medals and highest prizes at other great exhibitions. If the nearest dealer does not keep these pens send to the makers for them.

The Criterion Magic Lantern is arranged to use interchangeably oil, lime, Weisbach gas, incandescent electric, arc electric, and sun light. It is suitable for all classes of schools, from the primary school to the university. At present it is used in Wellesley, Smith, Columbia, St. Francis Xavier, and the Teachers college, Pratt institute, Adelphi academy, West Point military

academy, Cornell university, the University of the City of New York, and many other prominent institutions. J. B. Colt & Co., New York, will send full descriptions.

The figures in the report of the Mutual Life Insurance Company, of New York, speak for themselves. On January 1 last their assets were \$204,638,783.96; surplus, \$22,529,327.82; insurance and annuities in force, \$855,207,778.42; paid to policy holders since organization, \$388,440,897.34. Richard A. McCurdy is the president and the main office is at Nassau, Cedar, and Liberty streets, New York.

A series of English classics especially designed for use in secondary schools are being edited by Longmans, Green & Co. They will be in accordance with the system of English study recommended and outlined by the National Committee of Ten, or suited for the uniform entrance requirements in English now adopted by the principal American colleges and universities. Among the books to be issued this summer are Irving's Tales of a Traveler, George Eliot's Silas Marner, Scott's Woodstock, De Foe's History of the Plague in London, Webster's First Bunker Hill Oration, Shakespeare's Merchant of Venice, Macaulay's Essay on Milton, etc.

In the Standard Dictionary there are 301,865 terms, those left after a vigorous application of the rules of exclusion on nearly a half-million of words actually collected in the preliminary vocabulary; initial capitals are given only with proper names; the spelling is conservative, yet along the lines of reform; the syllabication is designated by the single hyphen so as to distinguish it from compound words; the definition is given before the etymology and the most common meaning first. These are some of the main features of this great work. Those who wish full details should write to the Funk & Wagnalls Co., New York.

The most progressive publishers are now paying great attention to the make-up of their catalogues. They are not merely dry lists of names, but are so well illustrated and the matter is so well prepared that they are really very interesting books to read. Such is the Illustrated Descriptive Catalogue of Educational Books of Harper & Brothers. Illustrations of more than one hundred and fifty text-books on all subjects are shown in one form or another. Among these are seventeen important dictionaries and reference books, nearly one hundred and fifty books relating to English language and literature, thirty standard text-books in history, and more than seventy in ancient languages, besides many on other subjects.

Is the school library well provided with standard reference books? If not then there is wide room for choice in the large list of J. B. Lippincott Co., Philadelphia. Here are a few of them: The New Chambers' Encyclopedia, Lippincott's Gazetteer of the World, Lippincott's Biographical Dictionary, and Worcester's Dictionaries. There are several dictionaries bearing the name of Worcester, to suit different classes of users. In the stationery department of this firm are included slate pencils, crayons, steel pens, etc. The publishers will be pleased to send specimen pages of their books to any who desire them.

Eminent and successful educators have embodied their wisdom and experience in the text-books of Silver, Burdett & Co. Among these are included the Normal Music Course; the Course in Reading, Spelling, Number, English; the Normal Review System of Writing, both slanting and vertical copies; the World and its People Series of Geographical Readers—Child

Life Series; the Health Series of School Physiologies; Elements of Civil Government—with state editions. See their illustrated catalogue for 1895.

More and better works are being offered the teachers by A. Flanagan, Chicago, than ever before. Among these are Walks and Talks, by William Hawley Smith, author of the Evolution of Dodd; Carl Betz' Physical Culture Series, Cat-Tails and Other Tales, by Miss Howliston, of the Chicago schools; Golden Glees, a new school song book, etc. Several editions of Nelson's First Science Reader have been sold during the year and a second reader, beautifully illustrated, is now ready.

There being an increasing conviction that strictly oral, or mental, arithmetic should again have prominence in arithmetical study, Bradbury's Sight Arithmetic was prepared to meet the demand. This book can be used with any series of arithmetics. The Bradbury series includes text-books in arithmetic, algebra, and geometry; Mervsey's Book-keeping gives single and double entry. These books are on the list of Thompson, Brown & Co., Chicago. They also publish Stone's History of England, Gifford's Elementary Lessons in Physics, the Duntonian Writing Books, etc.

Teachers long ago discovered that the firm of Milton Bradley Co. was one of the most enterprising in the country. Among their latest articles is a New Process Clay Flour, made from the best quality of artist's clay, for use in modeling in the kindergarten, the school, and the studio. This summer they are selling a new line of Improved Folding Chairs for the kindergarten. Many teachers will want Frederick A. Hinckley's Woodwork in the Common School, for primary and grammar grades. By the way, have you seen Milton Bradley's new book on Elementary Color? Have you made up your mind to take the *Kinder-garten News* another year?

Teachers who are going to Europe this summer will have to face the money question. Suppose they have an abundance of money to pay expenses, they must still provide a means of exchange whereby they will be enabled to use it in the countries they visit. The most popular and in all ways the means devised is that offered by the American Express Company. Their Travelers Cheques are intended to take the place of letters of credit, bills of exchange, circular notes, and bank drafts. They are given in denominations of \$10, \$20, \$50, \$100, and \$200, and each cheque has printed upon it the exact foreign money equivalents paid therefor in the principal countries of Europe. Through arrangements existing with the principal hotels, shopkeepers, steamship companies, and others to accept these cheques, the necessity of specially visiting bankers to obtain funds and consequent loss of time are frequently avoided. Full information may be obtained by applying at any of the main offices or branches of the American Express Co.

The Riverside Literature series is known from one end of the country to the other as one of high excellence. The publishers, Houghton, Mifflin & Co., deserve great credit for presenting the best literature in so attractive a form. By reading these books the children become so familiar with the works of Longfellow, Whittier, Holmes, Lowell, Emerson, Bryant, and others, that they ever after have a taste for the highest literature. The Student's series of Standard Poetry contains selections from Scott, Tennyson, Byron, etc. Circulars, that may be had on application, give full description.

It is just as bad to give the stomach hard work to do when it is weakened from disease as it is to overwork the muscles when they are weakened from the same cause. But when the system is run down it is necessary to supply the nourishment just as fast as possible. This is done by the use of Bovinine which nourishes the system without the disturbance of the gastric tract or the slightest increase of pulse or temperature, thus showing that it requires no expenditure of vital force on the part of the patient. The reason for this is that Bovinine is the most readily absorbed and assimilated of all artificial foods. Dr. Rollins Brown, of Brooklyn, N. Y., recommends its use in cases of pulmonary phthisis. It has also been used with excellent effect in building up tissue in cases of corneal ulcer. Testimonials from physicians could be multiplied indefinitely. A treatise on "How to Preserve Perfect Nutrition in Health and Disease" may be obtained of the Bovinine Company, 65 Fifth avenue, N. Y.

During the past year the University Publishing Co., New York, have issued the long desired new edition of Gildersleeve's Latin Grammar. "A student can begin Latin with it and yet find it invaluable in college work," says one critic. The latest edition of Maury's Manual of Geography records the latest geographical events—the framing of Utah's constitution, the location of Mt. Logan, etc. A map of Japan and the eastern part of Asia, where the war recently took place, will be found in the 1895 edition of Maury.

Teachers who have used Frye's Primary Geography will be interested in the announcement that Ginn & Co. have ready the Complete Geography by the same author. It requires but a glance at this book to ascertain that the utmost pains have been taken with its production. Such a wealth of illustrations such a variety and excellence of maps, relief and colored! Send for a descriptive circular, so that it may be thoroughly examined during the long vacation.

A complete language series is comprised in How to Parse, English Lessons, How to Write Clearly, and How to Tell the Parts of Speech, by Edwin Abbott, Prof. J. R. Seeley, of Cambridge, collaborating in the production of the second. Talks With My Boys, by William A. Mowry, and The Man Without a Country, by Edward Everett Hale, teach morality and patriotism. The Columbian Knowledge series are reliable and authoritative monographs on subjects of permanent interest and significance. These and many other books are described in the catalogue of Roberts Brothers, Boston.

Competent critics have high praise for the Politico-Relief Maps of the Central School Supply House, of Chicago. The attention of boards of education, superintendents, principals, and teachers, is respectfully called to these finely executed maps. Write for illustrated circulars and full particulars, and for complete catalogue giving prices on everything used in the school-room.

The teacher needs to test himself almost continually to see whether he is moving with the educational tide. He can do this by means of the volumes in Heath's Pedagogical Library. This contains the choicest works of Herbart, Compayré, Lange, Lindner, Froebel, Pestalozzi, Rousseau, Richter, Radestock, Peabody, Rosmini, Hall, De Garmo, and others. It has a very complete collection of Herbartian literature. Walsh's arithmetics, Parts I., II., and III., contain the elements of algebra, geometry, and men-

suration; they meet every requirement of the Committee of Ten. Redway's Map Drawing and Sand Modeling shows the way professional draughtsmen do their work. Descriptions of these and other books may be obtained of D. C. Heath & Co.

The original plan of Paul Bercy's *Le Francais Practique* has been preserved in *Der Praktische Deutsche*, by U. Jos. Beiley, just published, but the exercises are reconstructed and fitted to the particular needs of the student of German. The aim has been to teach German conversation in the most direct way. William Rippe's *Des Kindes Erstes Buch* is a very plain, practical book for children. The catalogue of William R. Jenkins, 851 Sixth Ave., N. Y., describes these and other books.

The Ziegler Electric Co., Boston, Mass., have at last succeeded in supplying a long felt want, expressed by teachers of science, viz., for a reliable and conveniently arranged Wheatstone's Bridge and Resistance Set which would have a wide range and yet be inexpensive enough to come within their means. The first row of the Rheostat contains  $9\frac{1}{2}$ -ohm coils making  $\frac{1}{2}$  ohms; the second row of Rheostat contains 10-ohm coils equals 10 ohms; third row contains 10 10-ohm coils, equals 100 ohms. The bridge arm coils are 1,000, 100, 10, 10, 100, and 1,000 ohms. The total range of measurement is therefore from  $\frac{1}{2}$  of an ohm to 11,000 ohms. Separate keys properly connected for battery and galvanometer are mounted on the same top with the set. No special skill is needed in making proper connections with this set, as all terminals are marked. The Rheostat and Bridge are mounted together on a neat, polished, hardwood box with solid, hard-rubber top, and plugs are ground to perfect contact. Cost of the instrument, as described, is only \$25.00. This is but one of the many unique, modern, and improved pieces of physical apparatus designed and furnished by the above firm. Teachers of science will find it to their advantage to send to the above mentioned firm for their new illustrated catalogues.

In Sheldon's Two-Book Language Series the language lesson plan and the grammar are most happily combined, plenty of review exercises being provided for, which help to fix the knowledge gained. Sheldon's Vertical Copy-Books, now ready, have copies that are in every case reproductions of actual writing, written expressly for this series. In Avery's School Physics all principles are stated in definite and exact language and the illustrative experiments are numerous and well chosen. Sheldon's Word Studies and Patterson's Common School Speller are popular text books in orthography. Descriptions of these and of many other books on reading, arithmetic, history, rhetoric, philosophy, etc., are described in the circulars of Sheldon & Co.

It is almost unnecessary to state that the name of Faber is synonymous with fine pencils, pens, and other articles in the writer's outfit. Their plain and colored pencils, steel and gold pens, inks, stationers' rubber goods, colors, and artists' materials, etc., are unexcelled. The New York office is at 78 Reade street.

There is no more fascinating writer at the present day in the field of mythology and legend than H. A. Guérber, the author of *Legends of the Rhine*, published by A. S. Barnes & Co., New York. Among their standard books for libraries and for the household are a choice collection of works on American history and biography, besides books of fiction, etc. Their list of school and college text-books and their

Teachers' Library contain some of the best books in those lines published. For many years they have been noted for their Stationery Specialties—ink, pens, mucilage, etc.

*The School Music Review*, a monthly devoted to the interests of music in schools, is issued by Novello, Ewer & Co., New York. Each number contains one or more specially selected school songs, in both notations, suited to the capacities of children in the different divisions; also exercises and tests in sight singing. The Children's Souvenir Song Book, published by this firm, contains forty one songs suitable for schools and children.

Why not have the chemical and physical laboratories nicely fitted up before the next school year opens? The boys and girls will enter upon the study of science with much more zest. Everything in this line—porcelain, platinum, apparatus, glass ware, chemicals, etc.—is furnished by Eimer & Amend, importers and manufacturers, 205 Third avenue, New York.

Of the making of books there is no end, yet some books are better than others, and publishers who seek to advance the world in knowledge and morality choose these. It does one good to look over the list of T. Y. Crowell & Co. There are books for reference, library, and school use. The complete works of such authors as Dickens and George Eliot are given; then there are the Children's Favorite Classics, Mrs. Sarah K. Bolton's Favorite Books, the Handy Volume Classics in Prose and Poetry, A Dictionary of Quotations in Prose, A Dictionary of Quotations from the Poets, etc. The catalogues give full descriptions.

It has been the aim of the author of Hull's Two-Book Series of Arithmetics to prepare books fully up to the times. In accordance with the recommendations of the Committees of Ten and Fifteen the fundamental processes have been restricted within reasonable limits. Hull's Algebra is now in preparation. These books are issued by E. H. Butler & Co., who also publish Hazen's five-volume series of readers, Butler's and Warren's geographies, and many other text-books. A list will be found on another page.

The lawyer, the doctor, and the clergyman, in order to keep abreast with modern thought must have well chosen libraries in their departments. It is no less important for the teacher to have the latest and best books. A very important book recently published is Pres. Charles De Garmo's Herbart and the Herbartians. Other books of the series are those on Aristotle, Alcuin, Abelard, Loyola, and Froebel. Ladd's Primer of Psychology. Brooks' How the Republic is Governed, and Walker's Making of the Nation are other valuable books. Information in regard to these and a long list of text books will be furnished by Charles Scribner's Sons.

Those who have used Ed. Pinaud's Roman Salts say that they are noted for delicacy of odor, permanency, pungency, and elegance, and that they are very useful for headache and fatigue. If they are not kept by the local dealer they may be obtained of the New York importation office, 46 East 14th street, New York.

Do not put a child in a seat where his legs have to dangle several inches from the floor and where his arms have to be lifted too high when he places them upon the desk. His health is worth fully as much as any learning he is likely to acquire in school. Send to the New Jersey School Furniture Co., Trenton, for a description of their Adjustable Desk and Chair.

1874

1895

# A Great Work for Education.

**T**HE SCHOOL JOURNAL, founded in 1870, was the first weekly paper in the United States devoted to education. In 1874 it came under the direction of the present editor and the attempt was made to identify it with progress in education; an attempt that has been followed persistently. The knowledge and experience gained by spending twenty-five years in school-rooms of all kinds, institutes and normal schools were brought to bear to diffuse a larger conception of the functions of the teacher.

The results of nearly twenty years' devotion to this one thing are full of encouragement; reading circles, summer educational schools, schools of pedagogy, books on educational subjects, are signs of a great educational renovation that has been going on; and very much of the great movement for progress can be traced to THE JOURNAL as an inspiring cause. So unabated was the urgent plea that the work of the school-room be lifted out of the treadmill routinism it had become, it seemed at times that the charge of being an educational "crank" might justly be laid at the editor's doors; but there were those, especially in the West, who in the depressed days of education insisted that the demand for progress should not cease. When the history of education in this country is written, then, Oh, helpful West, will be seen how much is due to you as an inspiring cause!

## Standing for High Ideals.

It was found there were men and women scattered over the length and breadth of the land who desired to do a work in accordance with the highest ideals of Teaching. It became a practical end to search for these as subscribers; for all these years the publishers have made constant efforts to come into relation with those who were desirous of advancing the character of the teacher's work, and to consolidate this desire into action. THE JOURNAL, after a time, began to be looked upon as a paper sure to be found in the hands of men and women having ideas concerning education.

## The Teachers' Institute.

The subscribers to the weekly JOURNAL are among the city, state, and county superintendents, members of school boards, principals, institute conductors, normal graduates, and a class of educators that may be called "inquirers" (thanks to God, the inquirers always exist!). But among the vast rank and file there are many who want a monthly paper of methods and devices. THE TEACHERS' INSTITUTE is the paper for these. It was started seventeen years ago and has become very popular, having now nearly 50,000 subscribers. The spirit of this paper is for advancement; by the reading of it comes power to discern between good and poor teaching. Like THE JOURNAL, THE INSTITUTE was the first departure in its own line and follows a broad "all-around plan." Together, these two papers are probably read by one-half of the 400,000 teachers of the country.

## The Primary School.

The primary teachers were not forgotten. Beginning with 1890, a supplement to THE JOURNAL was published especially for them. It is now issued as a separate monthly paper with the title THE PRIMARY SCHOOL—\$1.00 a year. This is a most attractive and helpful paper for the primary teacher who holds the post of difficulty. It is devoted to the work of the first two or three years in school. Much of its material will be adaptable for higher grades, but, as given, all will be prepared for these years. It has created enthusiasm wherever primary teachers have seen it. They say, "It's just what we want and have wanted." All the regular lines of primary work are well represented. The newer demands upon primary teachers and the latest advances in method are provided in the most practical way. Correlation is taught, and Busy Work is a leading feature.

## Educational Foundations.

This is, as the *Independent* well describes it, "really a series of text-books" on the History, Principles, Methods, and Civics of Education. Ten numbers are published a year at \$1.00. It aims to aid teachers who desire to advance in professional studies. There is no other magazine published that devotes itself entirely to this purpose.

Large numbers of teachers who want to be better prepared have subscribed for EDUCATIONAL FOUNDATIONS and are studying it with interest. Several normal schools have adopted it as a text-book of pedagogics and assure us that it is a great help. Institute conductors are recommending it and use it as a basis for their talks to teachers. Teachers' reading circles have found it to be the best aid to professional advancement.

In the past two years the ideas of Herbart, which are engaging the attention of all advanced educators, were closely and clearly discussed. Translations from important German pedagogical works were presented. Some helpful suggestions were culled from rare works. The cream of some of the best modern books on education was offered. Spencer's "Education" was given as a supplement, and Rooper's "Apperception" and Kellogg's "Elementary Psychology" reprinted in full, also the greater part of Lang's "Outlines of Herbart's Pedagogics."

Besides the pedagogical there is a second part entitled, "Examination Questions" which gives all the questions issued by the New York state department of public instruction as soon as issued, together with the answers.

## Current Events.

The teaching of current events is required in many schools, and every earnest teacher desires to do something in this line. The ordinary newspaper is very unsatisfactory for this purpose, crowded as it often is with matter of little permanent value. Hence the real need of a bright little monthly which condenses the important news for teachers and schools became apparent, and OUR TIMES was published to supply it. It is a bright little paper with many illustrations, and has already become very popular. The subscription price is only 30 cents a year; club rates for two or more subscriptions only 25 cents each. Many teachers are doing a grand thing for their pupils by the formation of a club among their pupils. One teacher writes, "OUR TIMES ought to have at least 200,000 subscribers, and if I can do anything to help it reach that mark count on me. It's as useful in school as an arithmetic."

## The Educational Bureau.

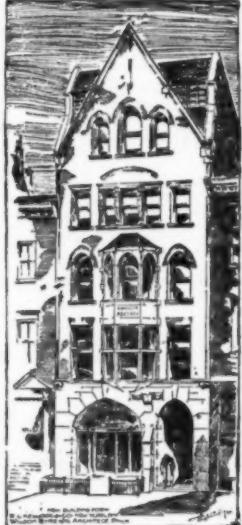
Having risen to a place of commanding influence in the educational world, THE JOURNAL came to be much asked for teachers who taught from its point of view. A Bureau of Education, an office to supply teachers of this sort, was therefore established, and undertakes to come into relation with school boards and principals who desire scientific teaching. It should be noted that it is not so much proposed to furnish teachers of all sorts as it is those who may lay a good claim to have a thorough preparation.

## Books and Aids on Teaching.

At the very outset the teacher was urged to own and read one book at least, one book on the business by which he gained his living. Scarcely a number of THE JOURNAL or THE INSTITUTE but presented this request in one form or another. Cases are remembered where the reason given for reading a book was, "You seem to feel bad that we don't own a book." There being a scarcity of suitable educational books, with much misgiving Joseph Payne's now celebrated "Lectures on Teaching" were put to press in a cheap way; it was feared that an edition of 1,000 would never be sold. This shows how few books on education were bought by the teachers in those days. This was the first of a list of 150 books that have been issued—the largest list of standard educational books of any single publisher. These books have been selected with the utmost care. One of these, Parker's "Talks on Teaching" has done more to elevate the standard of teaching than any other one book published in twenty years. Every book published has a standard value. Six years ago the plan of keeping all educational books and aids published was started. A descriptive catalogue was published—the first of its kind. This has been improved from year to year, and is now the standard reference list of these books. It is kept constantly revised, is carefully classified, and in it may be found concise descriptions of about 1,500 books on the science of education, psychology, methods, school management, primary education, kindergarten, manual training, physical education, object teaching, school law, school supervision, books for school recreation (dialogue and recitation books), etc., etc. All new books are listed as soon as published. Liberal discounts are given to teachers on these books, and as the stock is constantly kept up promptness is assured.

## The Educational Building.

The home of this educational work is in a building in many respects an ideal one for a publishing house. To the teacher it has a particular interest as a monument of the progress that education has made in the past twenty years. From the very start the firm has been exclusively devoted to the service of the teachers of the country, and by hard and persistent labor, with the highest and noblest ends in view, has succeeded in winning substantial support that made it possible to erect a building where its steadily growing educational work may be conveniently carried on.



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A large number of copies of any writing or drawing may be made easily and quickly by using the Neograph or the Simplex Printer. It is a great convenience to have one of these in school. For a circular giving particulars send to Lawton & Co., 20 Vesey street, N. Y.

No careful housewife likes to set her table with chipped and cracked china, and she need not if she will buy her teas, coffees, and spices of the Great American Tea Co., 31 Vesey street, N. Y. The company will give a great many other premiums with their goods. Write for full particulars.

Teachers who will visit New York during the summer, and hundreds of them will come here for business or pleasure, should make a note of the fact that the Grand Union Hotel is situated opposite the Grand Central Depot. Besides being in the center of the shopping and theater district, it gives first class fare at moderate prices.

It is very convenient to have at hand a work of reference on any subject in which one is interested. The attention of teachers is called to the Complete Practical Cyclopedias and Modern School Methods, published by the Educational Aid Association of Chicago.

A great many books of a high quality are being added to the list of the Werner Company, of Chicago and New York. Among those that will be published soon are The American Government, by B. A. Hinsdale; Arithmetical Problems, by McHenry and Davidson; in the State Government series,

The History and Civil Government of Missouri, by Prof. J. U. Barnard; Grammar School Algebra, by William M. Giffin; The Werner Primer, by F. Lillian Taylor; and the Werner Bookkeeping, by Edgar G. Lantman. Other books to which attention may be called are The Werner Mental Arithmetic, adapted to any series of arithmetics; Ellsworth's New Revised Writing Books, and Greene's School Music Course, in three books. Full descriptive catalogues, circulars, and sample pages will be sent on application.

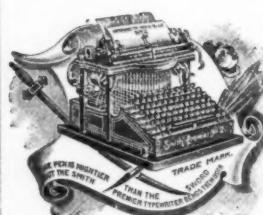
The Densmore Typewriter has just been provided with an escapement that can be set for beginners and as they advance can be set for rapid work. The pupil is compelled to work rapidly (cultivating speed) when the escapement is set for speed, or his work will be blurred and spoiled. The main office of the Densmore Typewriter Co. is at 316 Broadway, N. Y. There are over two hundred offices in leading cities of this country, besides offices in the chief cities of the world.

On another page of this paper will be found an illustration and description of the Standard and Sine Galvanometer of E. S. Ritchie & Sons, Brookline, Mass., one of the several instruments manufactured by this firm. If interested in these instruments, write to them for full particulars.

The list of articles now considered necessary for the proper furnishing of a school is a long one, including blackboards, crayons, erasers, maps, charts, globes, pens, pencils, paper, etc. All these may be had of the United States School Furniture Co., New York and Chicago. If in either of those cities during the vacation give them a call: if not, write.

Leads like velvet and finished like glass—such is the guarantee of the American Lead Pencil Co., of New York, for their pencils. They want teachers to become acquainted with them and will send samples to those who ask, free.

In order to do the best work the pupils should be supplied with the best stationery. Of course teachers are aware that a large quantity of the stationery in the market is of an inferior quality. The Acme Stationery & Paper Co., 74 Duane street, N. Y., guarantee to supply that of a high quality. Those interested can obtain full information from their Reference Book, and their two little booklets entitled Past and Present and the Gems of the Salon. These are instructive as well as interesting, and for one of them alone it would pay to send to the Acme.



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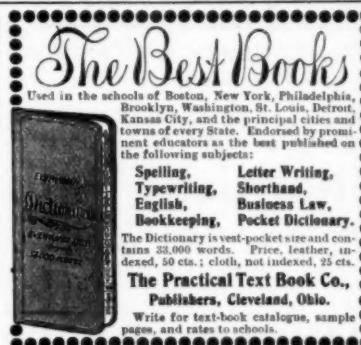
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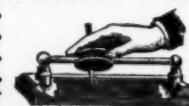
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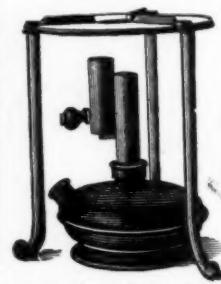
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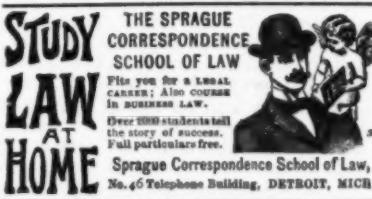
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